DOCUMENT RESUME

ED 109 403 CE 004 237

AUTHOR	Sprengel, Donald P.; Tomey, E. Allan
TITLE	Youth Training in the Private Sector: A Model for Implementation.
INSTITUTION	Saint Louis Univ., Mo. Center for Urban Problems.
SPONS AGENCY	Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
REPORT NO	DLMA-42-29-72-07-1
PUB DATE	Jun 74
NOTE	173p.
AVAILABLE FROM	National Technical Information Service, Springfield, Virginia 22151 (No price given)
EDRS PRICE	MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS	Cooperative Programs; Dropouts; Educational Programs; Models; On the Job Training; Program Administration; *Program Descriptions; Program Design; Program Development; Program Evaluation; Resource Guides; *Resource Materials; Secondary Education; Student Employment; Training Objectives; *Urban Youth; *Vocational Education; Work Experience Programs; *Work Study Programs; Youth Programs
IDENTIFIERS	New York City; VEPS; Vocational Exploration In Private Sector Program; Youth Training In The Private Sector Model

ABSTRACT

The report describes the development of the Youth Training in the Private Sector Model for conducting on-the-job training for high school age youth. It is based on a two-year study of the Vocational Exploration in the Private Sector (VEPS) Program in New York City, which placed potential dropouts in work/training positions in the private sector and paid a portion of their wages. The first section of the report examines the VEPS program, stating program objectives and describing, assessing, and discussing observed deviations from program guidelines for both of the program's two years. Section two of the report presents the recommendations for the Youth Training in the Private Sector Model with respect to: administrative structure and staff, selection of youth, job development and responsibility of private sector employers, pre-placement orientation, work training and experience, counseling and employer contact, and career exploration sessions. Over 100 pages of the report contain appended material covering a sample orientation program, a sample vocational exploration program, sample forms and materials, and a bibliography of vocational exploration materials and equipment. (JR)

ED1[illegible]403

CE

MAY 0 5 1975

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Youth Training in the Private Sector: a model for implementation

Center for Urban Programs

Saint Louis University

CE004237

YOUTH TRAINING IN THE PRIVATE SECTOR:

A MODEL FOR IMPLEMENTATION

Prepared by: Donald P. Sprengel and
E. Allan Tomey

Other participating faculty:
George D. Wendel
John T. Manns
Wiley C. Smith

Submitted by: Center for Urban Programs
Saint Louis University
221 North Grand
St. Louis, Missouri 63103

June, 1974

This report was prepared for the Manpower Administration, U.S. Department of Labor, under research and development grant No. 42-29-72-07. Since grantees conducting research and development projects under Government sponsorship are encouraged to express their own judgment freely, this report does not necessarily represent the official opinion or policy of the Department of Labor. The grantee is solely responsible for the contents of this report.

BIBLIOGRAPHIC DATA SHEET

1. Report No.
DLMA 42-29-72-07-1

2.

3. Recipient's Accession No.

4. Title and Subtitle
Youth Training in the Private Sector: A Model for Implementation

5. Report Date
June, 1974

6.

7. Author(s)
Donald P. Sprengel and E. Allan Tomey

8. Performing Organization Rept. No.

9. Performing Organization Name and Address
Center for Urban Programs
Saint Louis University
221 N. Grand
St. Louis, Missouri 63103

10. Project/Task/Work Unit No.

11. Contract/Grant No.
DL 42-29-72-07

12. Sponsoring Organization Name and Address
U.S. Department of Labor
Manpower Administration
Office of Research and Development
1111 20th St., N.W., Washington, D. C. 20210

13. Type of Report & Period Covered

14.

15. Supplementary Notes

16. Abstracts
This report presents a model for conducting an on-the-job training program for high school age youth. Such a program can be conducted by local program sponsors under the Comprehensive Employment and Training Act of 1973. The suggestions for implementation were based on two years of monitoring the operation of the Vocational Exploration in the Private Sector (VEPS) program in twenty cities.

VEPS was designed as a training and career exploration program for NYC enrollees who were "probable dropouts." The main departure from the regular NYC program was that VEPS enrollees were placed at private sector work stations and the NYC programs paid a portion of enrollee wages. Intensive counseling and career exploration sessions were provided by the VEPS program staff.

Section One describes the VEPS program operation and results during the two years of operation. Section Two presents a model and implementation suggestions that can be adapted for use in different local situations.

17. Key Words and Document Analysis. 17a. Descriptors

Counseling--vocational interests
Education
Employment
Industrial training
Manpower
Orientation (training)
Placement
Schools
Vocational guidance

17b. Identifiers/Open-Ended Terms

Youth--On-the-job training
Dropout prevention
NYC experimental program
Vocational Exploration in the
  Private Sector (VEPS)

17c. COSATI Field/Group

18. Availability Statement
Distribution is unlimited.
Available from National Technical Information Service, Springfield, Va. 22151.

19. Security Class (This Report)
UNCLASSIFIED

20. Security Class (This Page)
UNCLASSIFIED

21. No. of Pages

22. Price

FORM NTIS-35 (REV. 3-72)

THIS FORM MAY BE REPRODUCED

USCOMM-DC 14952-P72

ACKNOWLEDGEMENTS

The Center for Urban Programs (CUP) at Saint Louis University wishes to thank the Vocational Exploration in the Private Sector program personnel in all the cities which operated the project. Without their dedicated efforts in implementing the experimental program and candid discussions with the CUP monitoring team, the recommendations and model for implementation of a youth private sector work training program could not have been developed. We also wish to thank the personnel in the Regional Offices of the U.S. Department of Labor for their cooperation.

In addition, we would like to express our appreciation for the assistance provided by the staffs of the Manpower Administration Division of Work Experience Programs and Division of Experimental Operations Research.

TABLE OF CONTENTS

Preface

Introduction i

SECTION ONE

Experience with the Vocational Exploration in the Private Sector Program 1

VEPS Program Objectives 2
Description of the First Year Experimental VEPS Program 3
Assessment of the First Year VEPS Program 6
Observed Deviations from First Year Program Guidelines 8
Second Year Experience with VEPS 9
Assessment of the Second Year VEPS Program 18
Observed Deviations from Second Year Program Guidelines 20

SECTION TWO

Recommendations and Model for Implementing Youth Training in the Private Sector 23

Summary of Major Recommendations for Youth Training in the Private Sector 23

Recommendations in the Model for Implementation 23

I. Administrative Structure and Staff 27
II. Selection of Youth 31
III. Job Development and Responsiblity of Private Sector Employers 36
IV. Pre-Placement Orientation 45
V. Work Training and Experience 48
VI. Counseling and Employer Contact 50
VII. Career Exploration Sessions 54

Appendix A. Sample Orientation Program A-1
B. Sample Vocational Exploration Program B-1
C. Sample Forms and Materials C-1
Index to Appendix C C-1
D. Vocational Exploration Materials and Equipment D-1

PREFACE

The Youth Training in the Private Sector Model was developed by the Center for Urban Programs (CUP) during two years of monitoring the implementation of the Vocational Exploration in the Private Sector (VEPS) Program. VEPS, an experimental NYC program, placed eligible youth in work/training positions in the private sector and paid a portion of their wages. The portion of wages paid by NYC compensated the private sector employers for their extraordinary costs (such as increased supervision and training) in working with low-income high school youth, many with academic and family problems.

The recommendations and implementation suggestions in the model presented in Section Two were based upon material in Department of Labor Field Memorandum No. 255-73 (August 24, 1973). The material in FM 255-73 was to have been published in the Federal Register. However, because Congress was considering new manpower legislation, inserting the material in the Federal Register to permit continued operation of VEPS was deferred pending Congressional action. With the passage of the Comprehensive Employment and Training Act (CETA), the guidelines and recommendations in FM 255-73 were not published in the Federal Register.

The Model is structured for a work experience program, but can be adapted for use in on-the-job training programs. Under CETA regulations "direct subsidization of wages for participants employed by private employers organized for profit is not an allowable expenditure" [§ 95.33d (2) (ii)] in on-the-job training programs.

> Prime sponsors may provide payments or other inducements to public or private employers for the bonafide training and related costs of enrolling individuals in the program; provided that payments to employers organized for profit are only made for the costs of recruiting, training and supportive services which are over and above those normally provided by the employer. [§ 95.33d (2) (ii)].

A VEPS type program could be operated under CETA as an on-the-job training program. Employers would pay the entire amount of enrollee wages, and sponsors would compensate employers for costs over and above their normal training costs. Components used in VEPS, such as counseling and career exploration, could be retained in the on-the-job training program.

The difference between on-the-job training activities and work experience detailed in the CETA regulations is as follows:

> "On-the-job training (OJT) refers to training conducted in a work environment designed to enable individuals to learn a bonafide skill and/or qualify for a particular occupation through demonstration and practice." [§ 95.33d (2) (i)].

> "Work experience activities for youth include part-time work for students attending school, short-term employment for students during summer, short-term employment for out-of-school youth adjusting to a work setting and in transition from school to a job setting; short-term employment for recent graduates; and short-term or part-time employment for those youth who have no definite occupational goal and for whom no training or job opportunity immediately exists." [§ 95.33d (4) (ii)].

Therefore, while "work experience in the private for profit sector is prohibited" [§ 95.33d (4) (v)], the VEPS program concept can be modified for use as an on-the-job training program.

INTRODUCTION

The Manpower Administration, U.S. Department of Labor, experimented for two years in the development and demonstration of a vocational exploration program for in-school Neighborhood Youth Corps enrollees at private sector worksites. The Vocational Exploration in the Private Sector (VEPS) program provided for the selection of probable high school dropouts, their placement in the private sector over a summer and subsequent school year, wage cost sharing between NYC and the private sector, and the provision of intensive and coordinated counseling, orientation to the world of work, career exploration, on the job training, and work experience.

The Center for Urban Programs (CUP) at Saint Louis University was under contract to the U.S. Department of Labor (Contract No. 82-29-71-34) to monitor-analyze first year (VEPS-I) operations, prepare recommended guidelines for a second program year (VEPS-II), and develop a model implementation manual. Those obligations have been fulfilled and a final report, including analysis of impact, has been prepared. CUP has reviewed the second year of VEPS under (Grant No. 42-29-72-07) to:

(1) Compare and document alternative approaches for establishing and operating the program components of VEPS-II.

(2) Provide periodic feedback to the Department of Labor regarding program operations and problems of VEPS-II.

(3) Assess the impact of VEPS on participating youth and agencies, including follow-up on first year enrollees as they graduate and enter the work force.

(4) Analyze the broad first and second year VEPS experiences to assess whether there are outcomes which might support continuing VEPS as a permanent program under NYC administration.

(5) Develop a program model for use in implementing guidelines formulated for any continuation of VEPS.

Twenty cities conducted VEPS programs during the two years CUP has monitored the project. Eleven cities conducting the second year program were selected for intensive study. Some 800 youth participated in the second year of VEPS. The current research findings are based on data from enrollees' records, and interviews with private sector employers and staff at the local NYC offices.

Periodic reports were submitted to the Office of Research and Development's Division of Experimental Operations Research in the Manpower Administration. A Final Report and Assessment of the first program year was completed in February, 1973. An assessment report containing recommended guidelines for continuing the VEPS concept was submitted in May, 1973.

Section One of this report contains a description of the two years of VEPS program operation and a discussion of CUP's preliminary findings. Section Two presents recommendations and implementation suggestions for continuing youth placement in the private sector. The model uses guidelines contained in U.S. Department of Labor Field Memorandum No. 255-73 (August 24, 1973) which were never published in the Federal Register. The highlights of the changes from the VEPS experimental program are also included. Four appendices are included: a sample orientation program, a sample vocational exploration program, a selection of sample forms used in VEPS programs, and a bibliography of vocational exploration resource materials.

SECTION ONE. EXPERIENCE WITH THE VOCATIONAL EXPLORATION IN THE PRIVATE SECTOR PROGRAM

The recommendations for NYC enrollee placement in the private sector presented in U.S. Department of Labor Field Memorandum No. 255-73 (August 24, 1973) represent the third stage in the evolution of the Vocational Exploration in the Private Sector (VEPS) Program, an experimental work experience program. VEPS programs operated in over twenty cities during the two years it was conducted. Department of Labor Field Memorandum No. 183-71 (May 14, 1971) contained the guidelines for the first year of operation and identified the cities which could participate. The guidelines specified in detail each agency's role (Neighborhood Youth Corps, local school system, and the National Alliance of Businessmen); various procedures such as training station rotation and payroll were detailed and complex.

The first year guidelines were modified for the second year of operation in DOL Field Memorandum No. 195-72 (May 12, 1972). The selection of additional VEPS cities was left to the Regional Manpower Administrators. While retaining a detailed format including procedures for implementing some components, the second year guidelines greatly simplified the more complex elements of the first year program. Payroll procedures and training stations rotation were among the elements made more flexible.

This section of the model for implementing youth training in the private sector provides background information on the design and modification of the VEPS program. It is hoped this material will amplify the recommendations and suggestions for implementation contained in Section Two. The procedures contained in that section were based on Field Memorandum No. 255-73 (August 24, 1973) which was never printed in the Federal Register.

VEPS Program Objectives

The program objectives of VEPS were comparable to those of the regular NYC in-school program. Briefly stated, these objectives are:

(1) To provide youth with the incentive to remain in school and earn a high school diploma -- The VEPS project was initially designed for probable high school dropouts. The incentive to remain in school was to be provided by intensive counseling, remediation, and work experience components.

(2) To facilitate a smooth transition upon high school graduation into the full-time work force -- Utilizing private sector work sites with three separate work experiences, coupled with career exploration, the VEPS program sought to provide a broader and more transferable NYC work experience by using private rather than public sector work sites. Vocational educators have long complained that the initiation of students to the world of work is begun very late in the student's life, since career planning often occurs immediately prior to high school graduation. Youth who are probable dropouts need an incentive to remain in school and prepare for a career. Without such preparation the VEPS target group would enlarge the young unemployed labor pool whose interest, aptitude, and potential have never been adequately utilized. The VEPS work training experience could possibly provide the incentive to remain in school for the target group, offering the opportunity to select and prepare for a career in an area of personal interest and contact.

(3) To provide youth with part-time employment in school -- A major objective of VEPS was for employers to continue employing enrollees on a part-time basis during the enrollees' high school career. Upon graduation,

it was hoped that the enrollee would be employed by the participating company as a regular full-time employee or by another employer seeking labor skills possessed by the enrollee.

Description of the First Year Experimental VEPS Program

As described in Field Memorandum No. 183-71, the VEPS-I program was designed for Neighborhood Youth Corps in-school youth as a year-round pilot effort in selected cities.* Developed by the Department of Labor and the National Alliance of Businessmen (NAB), joined by the Office of Education of the Department of Health, Education and Welfare, the program provided career exploration and training opportunities that, it was hoped, would result in reduction of high school dropouts and the flow of untrained, unskilled youth into the labor market. Primary emphasis was to be given to the development of training and career exploration opportunities that would provide enrollees with the widest possible exposure to the world of work. Training assignments were to be related directly to the interests and capabilities of enrollees in concert with their educational goals.

The major components of VEPS were as follows:

(1) Counseling and Remediation. This component was to provide enrollees with the motivation and basic educational skills needed to function effectively in a work environment.

(2) Orientation. This component was to provide enrollees with a basic grasp of demands of the world of work, an awareness of the partici-

---

*Originally, fourteen cities were targeted for VEPS programs, but four sites were unable to start programs. Two cities--Columbus, Georgia, and Portland, Oregon--terminated VEPS after the summer phase. The remaining program cities are: Columbus, Ohio; Flint, Michigan; Fort Worth, Texas; Lawrence and Haverhill, Massachusetts; Norfolk, Virginia; Pittsburgh, Pennsylvania; Salt Lake City, Utah; and San Bernardino, California.

pating company's business, an acquaintance with company facilities, a review of industry safety programs and procedures, and an explication of the enrollee's primary objectives while in the program and the company's interest in the program.

(3) Career Exploration. This component was to provide enrollees with opportunities to become familiar with the panorama of jobs in the world of work, to observe others in a work environment, to discuss with permanent employees the training and education needed for job success, to understand the rewards arising from employment, and to learn of the possibilities of upward mobility in a given skill.

(4) Non-Productive On-The-Job Training. This component involved close supervision of youth enrollees as they developed basic job skills and the application of those learned skills in the actual work environment. This component was entirely non-productive on-the-job training.

(5) Productive Work Experience. This program component provided actual work experience in production of marketable goods and services.

The full year VEPS program had three segments (summer, first school semester, and second school semester). At the start of each segment, the enrollee was to move to a new work station with either his present employer or another. At the conclusion of the program each enrollee was to have had three separate VEPS work experiences.

Youth participants in the VEPS program were to be recruited by NYC sponsors; potential enrollees were to be in-school youth at least 16 years of age who were economically disadvantaged as defined by NYC guidelines. Candidates were to be referred to the appropriate high school counselors for certification that the students would be 11th graders in September, 1971, and that they were "probable dropouts."

The counselors assigned to the program were funded by the Office of Education of HEW. Counselors were to be selected for their interest in aiding the disadvantaged rather than for their credentials, except where state regulations or union agreements required fully credentialed counselors. They were to devote full time to the enrollee's remediation, counseling, and career exploration needs and interests. A counselor-enrollee ratio of 1:20 was to be maintained wherever possible. Counselors would contact and observe enrollees at their private sector worksites and at their schools (during the school year), and would assist NYC sponsors and companies in developing and operating several program components.

Worksites for enrollees were to be identified and selected by NAB metro offices; criteria for participating private sector companies included a demonstrated interest in training and employing in-school youth, and a capability of effectively training new personnel. The program was to be designed so as to provide each enrollee three separate and distinct work experiences either within the same company or in different companies over the course of one year. As conditions for participating in the program, a company was to agree to the following:

(1) provide, at its own cost, necessary staff, space, equipment, supplies and access to the principal worksites;

(2) make these resources available to enrollees and high school counselors; and

(3) pay approximately 40% of enrollee salaries.

Additional responsibilities of private sector companies outlined in the program guidelines included: (a) identification of training and employment positions; (b) development of orientation and career exploration curricula with local NYC and school officials; (c) allocation of supervisory personnel to training and working with enrollees; (d) development of procedures governing payrolls during training periods where the employer bears the full cost of the enrollee's salary; (e) designation of a company coordinator to assist the NYC sponsor and high school counselor in developing program curriculums and schedules.

In addition to the recruitment and referral function, NYC sponsors were responsible for program administration including record keeping, paying NYC wages to enrollees, maintaining liaison with company coordinators and high school counselors, working with the metro NAB youth coordinator to provide for joint monitoring, and establishing a program review committee.

Assessment of the First Year VEPS Program

CUP teams monitored seven first year cities. Quantifiable data were collected from enrollee forms and other records. Observation and opinion data were gathered by CUP field teams during interviews with program sponsors, other agencies and participating companies.

The experiences of the seven intensively studied programs varied, but were sufficiently similar to isolate trends in the following six areas.*

1. Reduction in School Dropout Rates. Almost two-thirds (63.1%) of the 431 enrollees completed the year long program. VEPS enrollees who dropped out of school during the year totaled 9.7% of all enrollees. While accurate dropout statistics are not available for comparable age groups, it appears that the VEPS dropout rate compares favorably with available reports for similar ages. Given the VEPS target population - sixteen year

---

*For a detailed presentation of these data, see Center for Urban Programs, Vocational Exploration in the Private Sector: Final Report and Assessment, 1971-72, (February, 1973).

17

old probable dropouts who were economically disadvantaged - the VEPS dropout rate can only be viewed positively.

2. Improved Academic Standing. Improved academic standing, particularly instances of marked improvement, offers further evidence of programmatic impact. The counseling component of VEPS was intended to demonstrate the value of high school preparation for the world of work. Hopefully, effective counseling would lead to improved grades among the enrollees. Grade point averages improved for 61.5% of the 254 enrollees on which academic data were available. The GPA increase was over 0.25 on a 4.0 scale for 48.1% of the enrollees.

3. Improved School Attendance. As with grade point averages, the goal of the VEPS program was improved attendance patterns. While not as marked as the improvement in academic averages, attendance improved for 50.0% of the enrollees.

4. Improved Disciplinary Status. Specific data on instances of disciplinary action were not available. In some cities records of such actions are not part of the permanent student file; in others the information could not be released. However, information was gained from the counselors, many of whom knew the students from previous contacts. Among VEPS enrollees, and particularly those who completed the program, there was a substantial decrease in behavioral problems and an improvement in attitude.

5. Continued Part-Time Private Sector Employment. A major objective of VEPS was to provide a mechanism by which youth who participated in VEPS would, upon completion of the program, be retained full time by the private sector employer during the summer following the first year and part-time during the senior year, with the expectation of regular full-time employment following high school graduation. Other programmatic objectives--skill development and the maturation of realistic attitudes about school

and the world of work--can be related to this objective. Data on 258 VEPS completers indicate that 37.2% remained at their VEPS employer and 4.3% obtained other private sector work. Enrollees who continued into the second program year (VEPS II) accounted for 22.9% and those returning to NYC another 20.9%. Only 4.3% of the completors were not working.*

6. Facilitated the Transition from School to Work. VEPS was intended to be a partial remedy for the problems faced by high school graduates in moving into the labor force. Although VEPS was intended for juniors, almost one VEPS enrollee in four (24.5%) was a senior. This group formed a test group to determine the extent to which enrollees were able to move into full-time employment after graduation. Of the fifty-seven youth who were seniors and completed the program, almost half (49.1%) retained a job in the private sector at their VEPS employer, another 5.3% found other private sector employment, and 1.7% found public sector employment. Only 5.3% were not working, and a similar percentage had married and were probably not working. Over a quarter (28.0%) went on to higher education. Another 5.3% joined the military. In terms of favorable outcomes (youth who were working, in the military, or going on to a higher education), the VEPS program had a success score of 89.4%.

Observed Deviations from First Year Program Guidelines

Implementation of the first year VEPS guidelines differed considerably among the cities which completed the experimental program. A brief itemization of the major areas of programmatic variation is presented here in order to demonstrate the rationale for the guideline revisions which were made for the second program year.

---

*Other dispostions were: higher education 6.2%; military 2.3%; and other 1.9%.

1. Local offices of NAB represented a broad range of effectiveness, tactics, and involvement. Generally, NAB was unable to develop many work stations, especially among larger employers. Several NAB offices provided little more than moral support, while others invested substantial staff time and effort.

2. NYC offices, while providing the overhead and administrative services as well as referral of NYC youth as potential VEPS recruits, experienced administrative difficulties in cities where the NYC program was not sponsored by the school system. In several cities the school system dropped VEPS and the NYC program continued it by itself.

3. First year VEPS enrollees were not limited to 16-year old rising juniors as called for in the guidelines and the potential dropout criterion was not rigorously implemented.

4. Counseling, career exploration, and remediation programs varied in content, design, hardware, and rapport with enrollees. Individual counseling appeared good in all cities, but several provided little in their vocational exploration sessions.

Second Year Experience with VEPS

As a result of its monitoring activity in first year cities, CUP was able to make a number of specific recommendations, which it felt would improve the quality and administration in the VEPS-II programs. These recommendations included the following:

1. Program administration was concentrated with the NYC sponsor which employed a program team to work with VEPS. The originial concept had relied on a high degree of cooperation and integration among the three sponsoring groups. In most cities, the desired cooperation did not develop and, in some areas, competition between agencies hampered the program. Concen-

tration of administrative functions with the NYC sponsor and the assignment of a program team to handle the VEPS program was aimed at giving proper responsibility to the group with the most experience in working with NYC enrollees. The program team concept was flexible, depending on local conditions, and in smaller areas VEPS-II was the responsibility of one person.

2. *Job development became the responsibility of the program team; the assistance of the NAB metro office and other groups was to be sought.* In most cities, NAB did little to promote private sector participation in the program. Where NAB did work for VEPS, lack of staff and an emphasis on working with large employers reduced their job development effectiveness. With job development primarily assigned to the program team, NAB and other groups could be used to provide publicity for VEPS and for initial access to employers.

3. *Operationalization of the "probable dropout" criterion was made more rigorous.* In some programs, the only criterion utilized was that of the OEO poverty guidelines; no real effort was made to select "probable dropouts" by specific criteria, such as academic achievement, attendance, disciplinary actions, and so forth. In some programs, there was deliberate avoidance of enrollees with serious academic or personal problems (in effect, "creaming" enrollees) to assure programmatic success. Since the counseling component had the potential to reach youth with serious problems (and to ensure proper evaluation of the program in this respect), CUP recommended that a definite and concerted effort to recruit such enrollees be made.

4. *Work stations were to be sought amoung smaller employers.* It was the observation of the CUP monitoring teams that VEPS programs were more successful when they utilized smaller employers who would provide a wider

range of job experiences, closer supervision of the enrollees, and greater interpersonal contact. In many cases, the owner of the establishment actually provided the supervision and took a personal interest in the enrollee.

The variety of work experiences was felt to be of prime importance in broadening the enrollees' limited knowledge of opportunities for employment upon completion of high school. It was noted that many of the target population had no experience on which to base a career selection.

Also of interest, small employers were more receptive to the program than larger employers who envisioned VEPS as requiring excessive "red tape." Union restrictions also hampered the placement of enrollees with some larger employers.

5. Except for the first sixty hours devoted to orientation and beginning vocational exploration, private sector employers were to share the cost of enrollee wages on a fifty-fifty basis with NYC. This change eliminated the difficulties generated under VEPS-I guidelines which called for cost-sharing based on various phases of each of three segments that made up VEPS-I. The phasing procedure was found inoperable in many situations due to the late start, and too confusing in areas which attempted to follow guidelines closely. Many first year programs turned to a constant percentage sharing (about sixty percent NYC and forty percent private sector) which was maintained throughout the pilot year.

In recognition of the fact that enrollees would be engaged in some productive labor as the work training progressed, CUP recommended a fifty-fifty cost ratio for all hours once the youth was placed on the job site after the sixty hour orientation. This split also recognized that the youth would have a disproportionate incidence of problems and would require an increased supervisory load for the employer. Employers were also to share the cost of the four hour average bi-weekly counseling sessions when the enrollee would not be at the job site.

6. The counseling, remediation and career exploration component was given greater emphasis. This component further differentiated VEPS from other youth training programs and was the area in which the program had great potential for benefiting the target population of probable dropouts. This type of enrollee has been shown to have little access to and little success in work experience programs which lack a strong counseling component. The vocational exploration sessions coupled with the work training provided the impetus for the probable dropout to reconsider the value of school and academic training.

7. The counselor-enrollee ratio was increased to 1:30 from 1:20. Experience with VEPS-I indicated that even with the responsibilities required for VEPS, an experienced, full-time counselor can adequately carry a counseling load of thirty to forty enrollees. This guideline reduced the administrative cost factor but due to limited DOL funding, many programs still had problems maintaining an adequate staff.

Of the above recommendations, three were considered to be mandatory for the VEPS-II program due to their integral relationship to the success of the program. These were: the fifty-fifty cost sharing with the private sector; a minimum of four hours average bi-weekly devoted to counseling, career exploration and remediation; and two work experiences with the same or different employers.

VEPS-II programs were conducted in twenty cities. Several cities were authorized but never organized programs, while others began operation and then phased out of VEPS. The program's objectives continued unchanged from the first year. Some procedures were changed as outlined above.

Monitoring visits to selected second year cities were made throughout the year. These visits were used to observe the implementation of the second year guideline revisions and to collect data on the enrollees.

The following discussion itemizes the seven major second year guideline changes. Each item is followed by observations on their implementation during the second year.

1. Program administration was concentrated with the NYC sponsor which employed a program team to work with VEPS. VEPS programs outside larger urban areas usually provided one staff person who was responsible for all phases of the program. In some cases, NYC counselors merely assumed the additional duties of operating VEPS. Only the larger programs employed a staff of several persons. However, even where several staff people were available, they usually did not specialize in a VEPS component, such as job development or vocational exploration.

There are several reasons why so little specialization took place. First, counselors who work with all aspects of the program seem to feel more confident about placing students. They know the students and their limitations and are familiar with the employer's expectations. Second, counselors who have actually developed the training stations feel they have better access to the worksite in order to make counseling contacts. Third, the VEPS programs have been limited in enrollee size and consequently the staffs were never larger than six. It may be that significantly larger staffs result in the need for more specialization.

Funding a program team presented problems in the second year. Cities funded VEPS counselors using first year carry-over Office of Education funds, small supplemental grants from the Department of Labor, regular NYC allocations and outside sources such as the Public Employment Program. In any future planning the need for counselors who provide the program services is obvious. Many of their functions such as job development could not be delegated to existing groups without eliminating the program as it has operated for two years.

2. Job development became the responsibility of the program team; the assistance of the NAB metro office and other groups was to be sought. The formal change in the job development function for VEPS-II reduced the uncertainty that surrounded the first year of VEPS. The counselors knew from the beginning that they would be developing the training sites for the enrollees. This approach worked well in almost all cities. The advantages in terms of knowing employer expectations, working conditions, and establishing rapport for later access in the counseling program were mentioned above. Cooperation with NAB was achieved in several cases.

The counselors generally responded well to the challenge of obtaining training positions in the private sector. As in the first year, most of the counselors had previously only worked with public sector employers in the NYC program. Most counselors felt that developing jobs in the private sector was more demanding than placement in the public sector. However, other factors, such as the requirement that the private sector employers pay a portion of the wages, hampered VEPS job development compared to NYC. Some programs were not selective enough in the types of training positions accepted. The need to develop many openings before Fall, 1973, accentuated this problem.

3. Operationalization of the "probable dropout" criterion was made more rigorous. Almost all programs in the second year made some attempt to include "probable dropouts." The selection criteria varied widely but

usually included as a minimum some evaluative information from summer NYC counselors. Few cities made selections based on extremely rigorous criteria in any organized manner. But, the enrollees participating in VEPS usually had not been enrolled in a regular school program in either vocational education or career development.

It is hoped that programs will continue to select students who are not now participating in school programs in vocational or career education. Generally, efforts should be made to work with students who are not doing superior academic work. By so doing the program maximized the benefits from the VEPS counselors and the relatively low enrollee-to-counselor ratio.

Out-of-school NYC enrollees were also potential VEPS enrollees. During VEPS-II, Minneapolis used the VEPS concept with youth in out-of-school NYC. Although not assisting directly toward high school graduation, VEPS does provide the out-of-school enrollees with work experience and training with a private sector company which is in a position to employ the youth full-time.

The experience in the first year of VEPS was that students who had failed all their subjects were generally poor risks for VEPS. In other words, they were too far behind their classmates in school and had been away from the classroom setting too often to be motivated toward school attendance by just obtaining a job.

Due to state and Federal labor legislation and insurance provisions, VEPS enrollees should be at least 16 years old. Whether to select Juniors or Seniors has been the subject of considerable debate by program sponsors. One side suggests that Seniors who have a part-time job are in a better position to obtain full-time employment after high school graduation. The other side suggests that Seniors are not very likely to be "probable dropouts" and that efforts should be directed to working with Juniors or even Sophomores who are behind their peers in school credits. CUP believes that both these positions have merit and that the program goals of dropout prevention and transition to full-time employment are not entirely compatible.

In the decision whether to enroll juniors or seniors (or both) the local labor market and school programing should be considered. As noted above, the selection of "probable dropouts" is more difficult. Programs should weigh the student's academic and personal problems in selecting students who would benefit from VEPS and who are not hopelessly behind in school.

4. Work stations were to be sought among smaller employers. The emphasis on smaller employers was maintained in VEPS-II programs. The advantages of using smaller employers were realized in most areas. Programs should continue to develop training positions with smaller employers. However, job developers should be selective and select employers who are willing to devote the necessary time to training and supervising the student. Additionally, participating employers should permit enrollees to learn a range of activities even if they are in only two positions during their program experience.

5. Except for the first sixty hours devoted to orientation and beginning vocational exploration, private sector employers were to share the cost of enrollee wages on a fifty-fifty basis with NYC. The cost sharing feature has been helpful in obtaining private sector participation in VEPS. This incentive is essential since school programs have a number of students, many with specific training who are doing well academically, that they are trying to place in part-time employment. Employers pay the student's wages, but there are no program limits on the work he can perform. Therefore, cost-sharing has been an incentive which provided access to training for VEPS enrollees who are usually outside the school's regular programs, with limited skills, and mediocre academic records.

The cost-sharing should remain in the program on the same basis, fifty percent employer and fifty percent program. While it may be possible to operate a program similar to VEPS with employers paying all enrollee wages and the program only providing counselors, the success of such a limited program would depend largely on the type of students selected. VEPS program experience suggests that placements could be made, but the employers would be less willing to work with any enrollee problems before terminating them. If students without problems were selected, the program could make more placements, but the program concept would be significantly altered.

6. The counseling, remediation, and career exploration component was given greater emphasis. VEPS-II programs maintained a high level of counseling contacts. Remediation was handled on an individual basis in most areas. The implementation of career exploration continued to vary considerably among cities. All three areas should be emphasized. Career exploration should be stressed using either special meetings or by enrolling the youth in appropriate school classes. The actual methods for achieving the emphasis should be left up to the local program sponsor.

7. The counselor-enrollee ratio is increased to 1:30 from 1:20. This guideline change was followed in VEPS-II programs. Counselors generally believe that thirty to forty enrollees would be a maximum in a program which provides the counseling and supportive services called for in the VEPS design. No firm ratio can ever be "correct" for all situations. However, unless the enrollees are substantially different from those enrolled during the first two years, counselors will probably not be able to work with more than forty youth. Even this number will require a certain amount of phasing-in during job development and placement.

Assessment of the Second Year VEPS Program

CUP monitoring teams compiled quantifiable data from enrollee forms and other records. Information was available on 716 VEPS-II enrollees in eleven cities. The summary of this information for six program areas for the eleven programs follows.

1. Reduction in School Dropout Rates. Over half (53.9%) of the VEPS-II enrollees completed the program. This was a lower program completion rate than in VEPS-I due to the higher proportion of seniors in VEPS-II who left the program but remained in school and graduated. The school dropout rate during VEPS-II remained below ten percent (9.9%). Since VEPS-II enrollees were NYC eligible youth generally with academic and family problems, this represents a continuation of the positive impact observed in VEPS-I.

2. Improved Academic Standing. VEPS-II continued the intensive counseling contact with enrollees that was hoped to lead to improved academic averages and a better understanding of job opportunities. Grade point averages improved for 62.0% of the 347 VEPS-II completers (61.5% in VEPS-I). The GPA increase was over 0.25 on a 4.0 scale for 46.7% of the enrollees.

3. Improved School Attendance. Another VEPS-II goal was improved school attendance. Enrollees improved their school attendance from the previous year in 48.8% (50.0% of VEPS-I completers improved). However, as in VEPS-I the changes in days of school missed were not as dramatic as were changes in academic averages.

4. Improved Disciplinary Status. VEPS-II enrollees exhibited the same type of improvement in this area as noted for VEPS-I enrollees. Specific data was not available due to school records policies, but the information gained from counselors leaves no doubt of the improvement in this area.

5. Continued Private Sector Employment. A major objective of the VEPS program was to enable the enrollees to retain their positions with their VEPS employer. VEPS-II was successful in achieving this goal. Over two-thirds (69.0%) of VEPS-II completers were retained full-time at the VEPS work station after completion of the program and 6.3% found other private sector employment. This 75.3% rate of placement among VEPS-II completers is substantially higher than the 41.5% for the VEPS-I program due to the higher proportion of seniors enrolled in VEPS-II. Favorable programmatic outcomes (private sector employment, higher education, and military service) constitute 83.7% of the completers, compared to 50.0% in VEPS-I. Youth not working totaled 32 or 8.4% of the VEPS-II completers. The data amply demonstrates the employment potential offered by the VEPS program.

6. Facilitated the Transition from School to Work. The guidelines for VEPS-II did not specify that enrollees be in any particular school year, and consequently 48.7% of the enrollees were seniors during the program year. The full-time employed rate for the 179 seniors who completed VEPS-II as graduated seniors was 71.5%, compared to 56.1% in the first year program. Of the 179, 106 (59.2%) were retained at their VEPS work site, fifteen (8.4%) found other private sector work, and seven (3.9%) were employed in the public sector. Another 9.5% of the graduating seniors went on to higher education and 4.5% joined the military. (In VEPS-I 28.0% sought additional education.) Slightly over 10% of the seniors completing VEPS-II were unemployed. Favorable outcomes were recorded for 85.5% of the graduating seniors compared to 89.4% for VEPS-I. In both years the VEPS program provided a high level of transition from school to full-time work or further education.

Observed Deviations from Second Year Program Guidelines

The revised guidelines for the second year of VEPS solved many of the problems which were detected during the first year. However, several areas continued to present difficulty during VEPS-II. The major variations observed in monitoring programs were a lack of an intensive orientation program, failure to rotate youth on job assignments, and the absence of the bi-weekly vocational exploration sessions. The following general observations can be made regarding the problem areas that emerged in VEPS-II.

1. Selection of Youth. Some VEPS-II programs did not attempt a rigorous selection of "probable dropouts" as enrollees. Several reasons were given for this. Using "problem" students would open a real possibility that in the event of a serious problem arising over the behavior of a youth, the entire program could be put in jeopardy. Second, some programs used VEPS as a reward for promising NYC youth.

2. Job Development. Counselors sometimes developed jobs without regard to either the future potential of the enrollee being employed or the opportunity for advancement. This was often done with the intention of moving the enrollee at a later time, but few enrollees were actually transferred. Haste in developing jobs apparently means inclusion of less than satisfactory worksites.

3. Pre-Job Orientation. Although most programs felt the need for a comprehensive orientation, these sessions varied considerably in scope, content and duration. Counseling problems appeared to be less frequent in programs where detailed orientation was presented. Another difficulty several programs encountered was the incremental phase-in of youth. Given this procedure, an orientation program would be an on-going activity and would require substantial allocations of staff time. Proper planning of a year long program avoids this problem.

4. Work Experience and Training. The new payroll procedures worked very well. The only exceptions involved conflicts with the established procedures of local school systems. Enrollees generally were not rotated through two work experiences on any formal, regularized basis. Most program personnel did not believe they could obtain employer cooperation with this requirement, although it may be more a matter of careful explanation during the job development phase. While no formal routines were implemented, most youth obtained a variety of experiences within a single work setting.

5. Counseling. Counseling was a major program element which was generally well implemented. In a few cases, counselors may have been too concerned about the attitudes and responses of participating employers at the expense of the enrollees; this problem generally related to the quality of job assignments. At an opposite node, some counselors tended to become too involved with the problems of one individual to the detriment of the counselor's availability to other youth.

6. Vocational Exploration. Several, but not all, programs implemented the required bi-weekly vocational exploration sessions. Most cities did not move aggressively on this component. Cities operating VEPS for the first time had several problems which they felt justified setting aside formalized vocational exploration. Foremost among these reasons was the time constraint. Demands on staff time to establish an administrative framework, recruit employers, select enrollees, and conduct program planning were inordinately high at the time orientation was to take place. These sessions were put off in the hope of emphasizing selected orientation features at a later time; this hope was ultimately ill-founded. In addition, some programs did not explain VEPS adequately in their intial employer contacts and were concerned that employers would drop VEPS if the bi-weekly sessions were instituted.

SECTION TWO: RECOMMENDATIONS AND MODEL FOR IMPLEMENTING YOUTH TRAINING IN THE PRIVATE SECTOR

Summary of Major Recommendations for Youth Training in the Private Sector

The suggestions for continued NYC enrollee placement in the private sector are contained in Department of Labor Field Memorandum No. 255-73 (August 24, 1973). However, FM No. 255-73 and an attachment which specified six guidelines and five general recommendations were never published in the Federal Register and, consequently, were never implemented. The attachment is reproduced following this introduction.

The Manpower Administration maintained the thrust of preceding VEPS programs toward improving the employability of youth. The material in FM No. 255-73 was much more flexible than those of the previous experimental VEPS years.

The major changes in the recommendations are listed below.

1. Enrollees may be employed at one company for 1,000 hours provided they are rotated to a new training and work experience after 500 hours.

2. Work training and experience must be in occupations whose Specific Vocational Preparation time listed in the Dictionary of Occupational Titles is above skill level 1.

3. Enrollees no longer have to be selected from the specific target group of probable dropouts.

Recommendations in the Model for Implementation

A model for implementing program components is presented in the following sections. Each section is prefaced with any applicable material from U.S. Department of Labor Field Memorandum No. 255-73 (August 24, 1973). It should be noted that the recommendations could have been supplemented with additional requirements by the regional offices of the Department of Labor.

The implementation model attempts to provide workable options to allow for varying local circumstances. Based on the Center for Urban Programs' monitoring visits to the VEPS cities, some procedures are recommended without alternatives.

NOTE: Any program adapted from the model must meet the regulations of the Comprehensive Employment and Training Act of 1973. Since NYC will be phased out under CETA and prime sponsors will design their own youth programs, references to NYC in the model should be replaced by appropriate designations based on the local situation.

RECOMMENDATIONS*

YOUTH TRAINING IN THE PRIVATE SECTOR

Enrollees may be placed at a private-for-profit worksite for up to 1000 hours of work experience provided that the following guides are adhered to:

1. After 500 hours at the worksite, the enrollee will be rotated to a new work/training experience. For example, if an enrollee is placed at a dry cleaning store, the enrollee might spend the first 500 hours receiving training/work experience as a cashier, and the second 500 hours receiving training/work experience as a machine operator.

An enrollee may not be trained in any field in which after a short demonstration, the enrollee would be productive. To determine occupations of this sort, you should refer to the Dictionary of Occupational Titles. Any occupation whose Specific Vocational Preparation time is listed at level 1 would be inappropriate for NYC enrollees.

2. The wages which the enrollee receives will be shared on a 50/50 basis between the employer and the NYC sponsor. The sharing may be for time spent in work experience only, or if the employer agrees, for the total enrollee participation time in the project, including orientation, career counseling, remedial education, etc.

3. After the 1000 hours with one employer is completed, the enrollee can either (a) be picked up by the employer entirely on his payroll (hence terminated from the program), or (b) be placed with another employer for new training.

4. Companies with whom enrollees are placed must assure that participation of enrollees will not result in the displacement of employed workers or result in the substitution of these enrollees for regular workers who would normally be hired.

5. Companies must comply with the requirements of the Fair Labor Standards Act and pertinent State or local laws regarding the training and employment of youth.

6. In the event that an occupation in which an NYC enrollee is being trained is covered by a bargaining agreement with a company's establishment, the company must indicate that it has discussed the program with the appropriate bargaining agency and has the concurrence of the agency as to the on-the-job training, and rates of pay associated therewith.

The following recommended practices should, if possible, be incorporated:

1. Pre-placement orientation should be provided by the sponsor. Areas covered might include world-of-work orientation (job attitudes, dress, responsibilities), career exploration sessions, determination of job interests and skills, and correlation of interest and skills with available jobs.

---

*This material was contained in U.S. Department of Labor Field Memorandum No. 255-73 (August 24, 1973) but was never published in the Federal Register and consequently was never implemented.

2. Career counseling and exploration activities are encouraged and should be provided by the sponsor and the employer on an on-going basis. Exploration activities might include field trips and outside speakers.

3. To avoid duplication of effort, sponsors should be encouraged to coordinate their worksite development activities with the National Alliance of Businessmen.

4. In-School and Summer NYC sponsors should also be encouraged to establish a linkage with the school's vocational or work experience division to assist in the development of a career counseling/exploration curriculum, etc. An effort should be made to enroll youth into the private sector NYC program who would not ordinarily be eligible for the school's regular vocational or work experience program.

5. Companies should be encouraged to:

   a. Identify private sector training and work experience positions for NYC enrollees.

   b. Provide two work experience/training positions (or job stations), a wide variety of job activities, and guarantee close supervision necessary for training.

   c. Provide their regular orientation given for all employees, including a company tour and a discussion of the interrelationships between various jobs in the company.

   d. Designate personnel who will devote sufficient time to training and working with enrollees.

   e. Agree to the terms of enrollee payment as stipulated in Item 2.

   f. Agree not to hire any In-School or Summer NYC enrollees for full-time employment until they have graduated from high school (this does not apply to Out-of-School enrollees).

   g. Execute a Letter of Agreement with the NYC sponsor covering the above responsibilities.

I. ADMINISTRATIVE STRUCTURE AND STAFF

A. Recommendations

There are no specific recommendations for this program component.

B. Implementation

1. The NYC project will have administrative and program responsibility for the program.

2. There are three possibilities for staffing:

   a. One person who is responsible for all components of the program with all enrollees.

   b. Several staff who are each responsible for all components of the program for all enrollees.

   c. Several staff who specialize in conducting some components of the program for all enrollees.

3. Factors which should be considered in choosing one of the three patterns are:

   a. In cities with smaller NYC programs it may be difficult to have a program team working exclusively with private sector placement, but it is essential that the different structure of the private sector program compared with regular NYC be carried through by any staff working in both programs.

   b. Even if the staff is going to specialize, the roles of the program team members will have to overlap to some extent. In a program of 90 enrollees, all three would serve as counselors for some enrollees. One possibility is:

STAFF	PRIMARY AND SECONDARY ROLE	# ENROLLEES PER COUNSELOR
Counselor	Counseling and Vocational Exploration	35
Job Developer	Job Development and Counseling	35

27

Vocational Specialist	Vocational Exploration and Counseling	20
		90 Total

For a program with 60 youth, the responsibilities could be divided as follows:

STAFF	PRIMARY AND SECONDARY ROLE	# ENROLLEES PER COUNSELOR
Counselor-Job Developer	Job Development and Counseling	35
Vocational Specialist	Vocational Exploration and Counseling	25
		60 Total

c. Since the private sector program depends heavily on quality jobs which provide a high degree of vocational exposure, the job developer-counselor should have experience in dealing with private sector companies. As the program is implemented, he will be assisted in job development by the other members of the program team, but the main responsibility should be his.

d. Effective staffing of the program requires some personnel who are not usually found in existing NYC programs. This is primarily the case with the vocational specialist. The vocational specialist should be familiar with the wide range of materials and techniques available for use in career exploration. Such individuals will often be in the school system's regular cooperative education or guidance counseling programs. NYC programs which are not school-sponsored might handle a portion of their staffing by:

1. Sub-contracting with the school system for counseling or vocational exploration personnel,

2. Hiring staff directly, using a regular NYC counselor and job developer supplemented by the vocational specialist who would be hired or sub-contracted from the school system.

e. Due to prevailing local wage scales, salary levels above those in the existing NYC program may be required in order to hire a balanced program team. This possibility should be considered and approached realistically as soon as possible. It serves the program better to pay whatever is necessary to obtain personnel qualified to carry out its objectives.

4. The designation of project coordinator will be based on a number of local factors. It is suggested that a counselor or vocational specialist be placed in this role. Since counseling and vocational exploration are recommended as major program elements, experience in these areas should be the main job qualification.

5. Cities where NYC is not sponsored by the school system will potentially have more problems. These problems include:

a. Access to any records and the high school counselors for assistance in selecting enrollees.

b. Arranging early release from school for part-time work during the school year.

c. Granting credit for work experience in line with other work-study students.

d. Gaining opportunity for discussions during school hours.

e. Matching enrollee course schedules to job interests.

To overcome these problems NYC's present relationship with the school system resulting from coordinating the in-school NYC programs with the schools must be expanded to aid the program. The NYC director and the in-school counselors should asist any new personnel in establishing working relationships with the necessary school personnel.

6. The private sector program can be used in out-of-school NYC programs. Various sample materials presented in this implementation model will have to be modified for use in out-of-school programs.

II. SELECTION OF YOUTH

A. Recommendation

AN EFFORT SHOULD BE MADE TO ENROLL YOUTH INTO THE PRIVATE SECTOR NYC PROGRAM WHO WOULD NOT ORDINARILY BE ELIGIBLE FOR THE SCHOOL'S REGULAR VOCATIONAL OR WORK EXPERIENCE PROGRAM.

B. Implementation

1. Youth under 16 should be kept in regular NYC since many private employers cannot employ youth under 16 years of age due to restrictions imposed by state labor laws and insurance companies.

2. Since there will probably be more 16-year old NYC youth interested in the program than spaces are available, the program staff must develop a procedure for selecting those youth who appear to be most likely to benefit from training and work experience in the private sector.

3. In the selection process the program might decide to give preference to youth in a particular school year, for example, seniors might be selected first to give them a better opportunity in the job market, especially with their employers, after high school graduation. However, in order to maintain a thrust toward school dropout prevention and career preparation, juniors or sophomores might be selected first because they would generally be more dropout prone and could alter their academic schedules to further their career goals while participating in the program.

4. In determining the order that enrollees are selected, consideration should be given the plan being followed in several current VEPS cities. They intend to place 14 and 15 year olds in the regular NYC program; move the youth into the private sector

41

program during their junior year; and place the youth in the school's regular work-experience programs as seniors. Where NYC is not sponsored by the school system and cannot gain the cooperation of the schools, seniors appear to be a better choice for a one-year private sector work experience.

5. The recommendation that enrollees be students who are not eligible for the school's regular vocational or work experience program may be difficult to implement. Although the recommendations do not require probable dropouts to be enrolled as did the VEPS program, the selection of students for a limited number of places requires a number of decisions. The following factors should be considered:

a. Selecting students with few academic problems will be more readily accepted by employers and create fewer on-the-job problems, but may cause more problems in placement for the school's regular work experience programs which do not have the 50-50 cost sharing feature.

b. Some NYC enrollees may have career goals that cannot be furthered by exposure to positions in public agencies. Such students could be placed in the private sector through the new program.

c. Programs may decide to utilize private sector employment as a reward to the best enrollees (measures for best may include academic work, discipline record, and attitude) or be used in combination with regular NYC to phase students into private sector employment after participation in public sector employment. One note of caution indicated by VEPS program experience is that youth generally find public sector NYC positions less demanding than private sector positions. An agressive program of counseling and improved supervision could be used to offset this problem in programs that plan to move enrollees from public to private sector work stations.

d. Experience with VEPS indicates that students who are not too far behind their classmates can respond to the demands of private sector work stations. Therefore, students with problems could benefit by being screened into the private sector program. Indicators which could be examined include the following:

(1) Academic record

(2) School attendance

(3) Disciplinary actions

(4) School counselor recommendations

(5) Reading scores or other test indices

(6) Other considerations such as special family or personal problems.

e. Selection of enrollees will ultimately involve a decision on the resources such as counseling time which can be devoted to the program. However, even in smaller programs, some problem students could be screened into the program.

6. An estimate of the program's job development potential must be made before enrolling the youth. A group of alternates above those initially chosen should be selected and provided with the pre-job orientation to serve as replacements for employers (who are providing

training and remain interested in participating in the program) after an enrollee leaves his job.

7. The responsibilities of the enrollees should be explained to the youth when they are invited to participate in the program.

8. Some programs found it helpful to meet with parents of interested youth to explain the program and enlist the parents' interest and support. In other programs, a letter was sent home explaining the program and asking permission for their son or daughter to participate. Where staffing permits, counselors should make home visits.

9. Enrollees could be asked to sign a letter of agreement stating that they will carry out their responsibilities in the program. They should receive a copy and a copy should be placed in their file. See letter on following page.

Sample Enrollee Letter of Agreement

PRIVATE SECTOR TRAINING PROGRAM

Enrollee Agreement Form

As a member of the Program I agree to all of the following:

1. To maintain at least a passing grade in my school courses.
2. To work to the best of my ability in school and on-the-job.
3. To abide by the basic procedures governing this program as set up by the Program and my employer.
4. To consult my counselors on a regular basis as determined by my counselor, myself, and my employer.

I understand if I do not abide by the above agreement that I may be dismissed from the Program.

Date

Signature of Enrollee

Signature of Parent or Guardian

Signature of Project Director

Note: Items 1 and 2 would be omitted in out-of-school programs.

III. JOB DEVELOPMENT AND RESPONSIBILITIES OF PRIVATE SECTOR EMPLOYERS

A. Recommendations (See also Work Experience and Training, p. __.)

1. THE WAGES WHICH THE ENROLLEE RECEIVES WILL BE SHARED ON A 50/50 BASIS BETWEEN THE EMPLOYER AND THE NYC SPONSOR. THE SHARING MAY BE FOR TIME SPENT IN WORK EXPERIENCE ONLY, OR IF THE EMPLOYER AGREES, FOR THE TOTAL ENROLLEE PARTICIPATION TIME IN THE PROJECT, INCLUDING ORIENTATION, CAREER COUNSELING, REMEDIAL EDUCATION, ETC.

2. COMPANIES WITH WHOM ENROLLEES ARE PLACED MUST ASSURE THAT PARTICIPATION OF ENROLLEES WILL NOT RESULT IN THE DISPLACEMENT OF EMPLOYED WORKERS OR RESULT IN THE SUBSTITUTION OF THESE ENROLLEES FOR REGULAR WORKERS WHO WOULD NORMALLY BE HIRED.

3. COMPANIES MUST COMPLY WITH THE REQUIREMENTS OF THE FAIR LABOR STANDARDS ACT AND PERTINENT STATE OR LOCAL LAWS REGARDING THE TRAINING AND EMPLOYMENT OF YOUTH.

4. IN THE EVENT THAT AN OCCUPATION IN WHICH A NYC ENROLLEE IS BEING TRAINED IS COVERED BY A BARGAINING AGREEMENT WITH A COMPANY'S ESTABLISHMENT, THE COMPANY MUST INDICATE THAT IT HAS DISCUSSED THE PROGRAM WITH THE APPROPRIATE BARGAINING AGENCY AND HAS THE CONCURRENCE OF THE AGENCY AS TO THE ON-THE-JOB TRAINING, AND RATES OF PAY ASSOCIATED THEREWITH.

5. COMPANIES SHOULD BE ENCOURAGED TO:

    A. IDENTIFY PRIVATE SECTOR TRAINING AND WORK EXPERIENCE POSITIONS FOR NYC ENROLLEES.

    B. PROVIDE TWO WORK EXPERIENCE/TRAINING POSITIONS (OR JOB STATIONS), A WIDE VARIETY OF JOB ACTIVITIES, AND GUARANTEE CLOSE SUPERVISION NECESSARY FOR TRAINING.

    C. PROVIDE THEIR REGULAR ORIENTATION GIVEN FOR ALL EMPLOYEES, INCLUDING A COMPANY TOUR AND A DISCUSSION OF THE INTERRELATIONSHIPS BETWEEN VARIOUS JOBS IN THE COMPANY.

    D. DESIGNATE PERSONNEL WHO WILL DEVOTE SUFFICIENT TIME TO TRAINING AND WORKING WITH ENROLLEES.

    E. AGREE TO THE TERMS OF ENROLLEE PAYMENT AS STIPULATED IN ITEM III. A.1.

    F. AGREE NOT TO HIRE ANY IN-SCHOOL OR SUMMER NYC ENROLLEES FOR FULL-TIME EMPLOYMENT UNTIL THEY HAVE GRADUATED FROM HIGH SCHOOL (THIS DOES NOT APPLY TO OUT-OF-SCHOOL ENROLLEES).

    G. EXECUTE A LETTER OF AGREEMENT WITH THE NYC SPONSOR COVERING THE ABOVE RESPONSIBILITIES.

6. TO AVOID DUPLICATION OF EFFORT, SPONSORS SHOULD BE ENCOURAGED TO COORDINATE THEIR WORKSITE DEVELOPMENT ACTIVITIES WITH THE NATIONAL ALLIANCE OF BUSINESSMEN.

B. Implementation

1. The program staff, particularly the job developer-counselor, should be responsible for the developing work stations.

2. The local employment service office, NAB, the Chamber of Commerce, professional groups, trade organizations and service clubs should be approached regarding assistance in publicizing the private sector program to employers. For example, the program staff could discuss the program with the NAB youth director.

3. The program staff might prepare a publicity flyer which would outline the program in general terms. Major selling points which might be included are a reduction in the high school dropout rate, opportunity to train youth for productive jobs, ability to conduct training for only 50% of the enrollee wages, and assurance that counselors will be available for follow-up when necessary. Publicity outlets include local trade or organization magazines and newsletters, radio and television.

4. The program team might distribute or mail the publicity flyer and make personal contacts with businesses. In all job development efforts the program team should make clear the type of student they are enrolling.

5. A mechanism should be established so that inquiries to any group about the program could be referred to the program staff so that they can arrange for a full explanation of the program to the employer.

6. The most important task in the job development phase is the complete and accurate explanation of the financial arrangements of the private sector program as well as the program concept and requirements. It has proven very impractical to try to "re-explain" the program if the initial contact is not handled properly. The entire program staff should be able to provide consistent answers to employer's questions.

7. It is absolutely essential to cover the following points concerning the financial and training arrangements with the employer at the initial meeting. (See Guidelines for Work Experience and Training in Section V.)

a. NYC may pay 100% of the pre-placement orientation.

b. Youth must be paid at least the prevailing minimum wage.

c. NYC and the employer will each pay 50% of enrollee wages after the youth is placed. Note: In order to maintain control over total program costs, programs may want to impose limits on the hourly wage for training positions they develop. Programs will have to monitor the number of jobs that are paying above the minimum wage in order to budget adequately. Some employers may want to pay 100% of the enrollee's wages. In such a case the youth could be maintained as a VEPS enrollee in order to benefit from the counseling and career exploration provided by the program.

d. NYC can issue a check for the total salary and bill the company for its 50% share (or the employer can pay the total wages and be reimbursed by NYC for its 50% share). In either case, NYC should plan to pay all fringes including workmen's compensation in order to avoid any questions of liability should an enrollee be injured while working. Making enrollees NYC employees, also aids job development by saving paperwork for employers. Note: When an employer decides to participate, some suitable arrangement for time sheets should be made. The program staff and the employer must communicate regularly to ensure the youth is paid on an accurate basis.

e. A maximum number of hours that enrollees are permitted to work should be imposed. This might be 15 hours per week during the school year and a maximum of 40 hours per week during the summer. Wages for enrollees working over the maximum hours should be the employer's total responsibility.

f. Enrollees must be placed for training in occupations whose Specific Vocational Preparation time is listed above level one in the Dictionary of Occupational Titles.

g. Enrollees will be rotated to a new work-training experience after 500 hours and are limited to 1,000 hours on the program with one employer.

8. Program staff should be aware that the 50/50 cost sharing split of enrollee wages reflects the following factors:

a. Employers will have increased supervisory duties.

b. Enrollees will need to be trained in each job assignment.

c. Enrollees will have a greater incidence of problems than regular employees.

d. Enrollees will only be permitted to work part-time during the school year,

e. Enrollees will typically have lower rates of productivity than regular employees due to their part-time employment and lack of skill and experience,

f. A continuing 50/50 split will reduce administrative problems which might preclude smaller employers from participating.

9. Programs should decide whether job development should concentrate on smaller employers with low turnover and a small work force or on larger employers who might better be able to absorb the enrollees at the end of the program (an ideal outcome). Emhasis on smaller employers necessitates developing a greater number of sites, but usually leads to easier access for on-the-job counseling contacts and provides better feedback on the youth's progress from his supervisor (often the owner of the firm). Larger employers have generally not participated except for providing a few openings in some cities. If larger employers do participate, they should designate a contact person, preferably the immediate supervisor, to meet with the counselor.

10. The program staff should plan to evalute potential employers on the basis of:

a. The variety of job activities for which the enrollees will be trained, and

b. the quality of supervision which will be provided.

In the VEPS programs, employers who met the above criteria were usually smaller employers where the owner often managed the business. Examples of this type of employer include:

-insurance brokers
-specialty shops
-light manufacturing companies
-retail shops
-lawyer's offices
-service firms such as appliance repair.

11. A careful review of the types of jobs which employers have available should enable the development of a training schedule which would include two separate work experiences.

12. After explaining the program fully, the team member should be prepared to obtain specific information on the job so that it can be matched with the enrollee interests determined during orientation.

13. Some judgment must be exercised by the job developer to ensure that enrollees are exposed to skills that will be useful in the general labor market. Of course, proper attitude development and experience with interpersonal relationships will prove valuable assets in any future employment.

14. The availability of the counselor should be emphasized and employers should be encouraged to contact him if any problem arises regarding the enrollee or any aspect of the program.

15. A program might want to set out the guidelines covering the company's responsibilities in a letter of agreement such as the one on the following pages (pp.42-44). Difficulties in administering the program will generally be minimized if participating employers sign such a letter of agreement.

Sample Employer Letter of Agreement

PRIVATE SECTOR TRAINING PROGRAM

Cooperative Work Agreement

The following constitutes the establishment of a written agreement between the sponsor of the Program and the company providing a job training site.

I. The __________________________________ (company) will permit ____________________________ (enrollee) to enter his establishment for the purpose of gaining knowledge, skill development, work experience and vocational exploration in the above mentioned company.

II. The company agrees to provide a work experience or job station whose Specific Vocational Preparation time in the Dictionary of Occupational Titles is above level 1, and guarantee the close supervision necessary for training.

III. The company agrees to rotate the enrollee to a new assignment if he is retained beyond 500 hours.

IV. The company agrees to provide their regular orientation given for all employees, such as company tour and a discussion of the interrelationships between various jobs in the company.

V. The company agrees that the participation of the enrollee will not result in the displacement of employed workers or result in the substitution of these enrollees for regular workers who would normally be hired.

VI. The company agrees to comply with the provisions of the Fair Labor Standards Act and pertinent state or local laws regarding the training and employment of youth.

VII. The company, by showing just cause, has the right to terminate the trainee at any time that his progress or performance is not meeting minimum standards of acceptance. It is recommended, however, that the program counselor should be contacted prior to dismissal so that adequate counseling and adjustments might be made where possible. All handling of complaints, adjustments or remediation will be the responsibility of the counselor.

VIII. The company agrees that if the enrollee's occupation is covered by a bargaining agreement within the employer's establishment, the employer must indicate that he has discussed the program with the appropriate bargaining agency and has the concurrence of the agency as to the on-the-job training, and the rates of pay associated therewith.

IX. The program counselor agrees to visit the training site to analyze and evaluate the trainee's progress and adjustment, discuss training problems with the trainee and his supervisor and coordinate class work in school with the needs of the trainee's actual work experience.

X. The company agrees not to hire the enrollee for regular full-time employment until he has been graduated from high school. [Omit for out-of-school programs.]

XI. The Neighborhood Youth Corps office agrees to handle all matters relating to payroll, unless the company site desires to assume this responsibility.

XII. The company agrees to provide the properly completed time sheets in order to assure that trainees will be adequately compensated.

XIII. The company agrees to cooperate with the Neighborhood

Youth Corps in the remuneration of trainees enrolled in the program according to the following procedure:

> NYC may pay 100 percent of enrollee wages during a 60-hour orientation program and, thereafter, only 50 percent, with employers financing the other 50 percent of wages for all hours worked.

XIV. This Cooperative Work Agreement has been read, is understood, and is agreed to by the following:

____________________	____________________________________
Date	Company Representative Title
____________________	____________________________________
Date	Program Director

IV. PRE-PLACEMENT ORIENTATION

A. Recommendation

PRE-PLACEMENT ORIENTATION SHOULD BE PROVIDED BY THE SPONSOR. AREAS COVERED MIGHT INCLUDE WORLD OF WORK ORIENTATION (JOB ATTITUDES, DRESS, RESPONSIBILITIES) CAREER EXPLORATION SESSIONS, DETERMINATION OF JOB INTERESTS AND SKILLS, AND CORRELATION OF INTEREST AND SKILLS WITH AVAILABLE JOBS.

B. Implementation (See Sample Orientation Program in Appendix A.)

1. Programs which conduct a pre-placement orientation to the "world-of-work" will experience fewer problems with enrollees performing at their training sites.

2. Programs will have to decide how much time they can devote to orientation. It is suggested that the orientation sessions might be conducted over three weeks at 20 hours weekly or over two weeks at 30 hours. The determination of the number of weeks should be made according to the time the program team needs at that point to develop additional jobs. The recruiting of all enrollees and substitutes should be completed before any orientation is done.

3. The sessions could generally be phased as follows:

   a. Week One--World-of-Work Orientation and Vocational Exploration.

   b. Week Two--Continued Vocational Exploration and Determination of Job Interests and Skills.

   c. Week Three--Correlation of Interest and Skills with Available Jobs and Re-emphasis on Necessary Job Attitudes and Responsibilities.

4. Programs which cannot devote 60 hours to orientation should concentrate on "world-of-work" matters and spend less effort in vocational exploration.

Counselors should have the flexibility to delay some referrals beyond the suggested 60-hour orientation.

5. The orientation sessions should be used by the program team to:

a. Establish rapport with the enrollees.

b. Impart the attitudes necessary to succeed on a job.

c. Present the "technical" aspects of obtaining a job and working, such as: filling out an application, going for an interview, calling in when sick, following instructions and understanding payroll procedures.

d. Convey the objectives of the program and the procedures that enrollees are expected to follow. Some of these might include:

(1) Enrollees are not permitted to work on any day they do not attend school.

(2) Enrollees must talk with their counselor before they terminate their employment.

(3) Enrollees are expected to attend scheduled career exploration sessions.

(4) Enrollees are part-time workers and are usually not eligible for paid holidays.

e. Outline the procedures for any planned on-going vocational exploration sessions. (See Career Exploration Sessions in Section VII.)

f. Present some material on the wide range of jobs available in the community--geared as closely as possible to what will be available in the program.

g. Begin to assess enrollees interests and skills.

h. Attempt to match youth career interests with available positions.

i. Determine generally the extent to which remediation will be needed by the enrollees.

6. Some youth will make a realistic assessment of their skills and be ready for job referrals sooner than those whose interests fail to match their skills or the available job openings.

7. Job referrals should be started as soon as an enrollee is ready. This procedure will ensure that all enrollees do not go for job interviews at the same time. The interview experience of early referrals can be related to the entire group as an example of what employers expect and how to sell oneself in the interview.

8. The program staff will have to determine how many youth they will refer to each opening. One procedure would be to refer youth one at a time until the company selects one. Another procedure would be to refer no more than two enrollees for each opening. Participating employers should be made aware of the type of student who is enrolled at the time the job development contacts are made.

9. It may be necessary for the program team to make arrangements for transportation for enrollees to job interviews.

V. WORK TRAINING AND EXPERIENCE

A. Recommendations

ENROLLEES MAY BE PLACED AT A PRIVATE-FOR-PROFIT WORKSITE FOR UP TO 1000 HOURS OF WORK EXPERIENCE PROVIDED THAT THE FOLLOWING GUIDES ARE ADHERED TO:

1. AFTER 500 HOURS AT THE WORKSITE, THE ENROLLEE WILL BE ROTATED TO A NEW WORK/TRAINING EXPERIENCE. FOR EXAMPLE, IF AN ENROLLEE IS PLACED AT A DRY CLEANING STORE, THE ENROLLEE MIGHT SPEND THE FIRST 500 HOURS RECEIVING WORK/TRAINING EXPERIENCE AS A CASHIER, AND THE SECOND 500 HOURS RECEIVING TRAINING/WORK EXPERIENCE AS A MACHINE OPERATOR.

AN ENROLLEE MAY NOT BE TRAINED IN ANY FIELD IN WHICH AFTER A SHORT DEMONSTRATION, THE ENROLLEE WOULD BE PRODUCTIVE. TO DETERMINE OCCUPATIONS OF THIS SORT, YOU SHOULD REFER TO THE DICTIONARY OF OCCUPATIONAL TITLES. ANY OCCUPATION WHOSE SPECIFIC VOCATIONAL PREPARATION TIME IS LISTED AT LEVEL 1 WOULD BE INAPPROPRIATE FOR NYC ENROLLEES.

2. THE COMPENSATION WHICH THE ENROLLEE RECEIVES WILL BE SHARED ON A 50/50 BASIS BETWEEN THE EMPLOYER AND THE NYC SPONSOR. THE SHARING MAY BE FOR TIME SPENT IN WORK EXPERIENCE ONLY, OR IF THE EMPLOYER AGREES, FOR THE TOTAL ENROLLEE PARTICIPATION TIME IN THE PROJECT, INCLUDING ORIENTATION, CAREER COUNSELING, REMEDIAL EDUCATION, ETC.

3. AFTER THE 1000 HOURS WITH ONE EMPLOYER IS COMPLETED, THE ENROLLEE CAN EITHER (A) BE PICKED UP BY THE EMPLOYER ENTIRELY ON HIS PAYROLL (HENCE TERMINATED FROM THE PROGRAM), AND (B) BE PLACED WITH ANOTHER EMPLOYER FOR NEW TRAINING.

B. Implementation

1. Programs will have to monitor the hours that enrollees have worked to ensure that they are rotated to new assignments after 500 hours.

2. Program staff should try to determine whether the employer intends to place an enrollee entirely on his payroll after 1,000 hours.

3. If the employer does not plan to employ an enrollee after 1,000 hours, the program must decide whether the enrollee would benefit from further training and work experience.

4. The program may decide that if employers are only using the program to obtain trainees who have no prospect of future full-time employment, the employer should be terminated from the program.

5. Programs should take the responsibility for ensuring that the companies are providing training and work experience that will benefit the enrollee and not using the trainee as a regular production worker. Although the differentiation between these outcomes is sometimes difficult to assess, most counselors could make such a determination.

VI. COUNSELING AND EMPLOYER CONTACT

A. Recommendation

CAREER COUNSELING AND EXPLORATION ACTIVITIES ARE ENCOURAGED AND SHOULD BE PROVIDED BY THE SPONSOR AND THE EMPLOYER ON AN ON-GOING BASIS. EXPLORATION ACTIVITIES MIGHT INCLUDE FIELD TRIPS AND OUTSIDE SPEAKERS.

B. Implementation

1. Programs will have to designate program staff responsible for on-going employer contacts and enrollee counseling. Employer contacts will be necessary even where programs decide to conduct a minimum of enrollee counseling and career exploration.

2. The on-going employer contact provided by the private sector program should be emphasized to both youth and employers. If funding permits, the program staff/enrollee ratio should be low enough that youth will receive the supportive services which employers often complain are lacking.

3. Counselors should plan to see employers on a regular basis in addition to whenever they are called by the company or the enrollee. Counselors should use the time sheet pick-up (applicable when the program staff collects these) as one of several regular employer contacts. Although a feasible procedure depends on the number of employers and their relative locations, one method is to visit employers once a month in person and to call once a month exclusive of special requests and payroll arrangements.

4. Contacts with the employers will be initiated to deal with such items as:

   a. Enrollee Performance

   b. Time Records and Payroll

c. Types of Job Assignments

d. Emerging Problems

5. Counselors will also need to determine whether responsibilities of the private sector employers outlined in Section III are carried out.

6. The meetings with the employers supplemented by contacts with the enrollees should enable the counselors to assess the:

a. Training and work experience provided for the enrollees.

b. Quality of supervision.

c. Adjustment and progress of the enrollees.

7. Counselors will determine whether enrollees should be transferred to other employers and, if transfers are necessary, whether employers will remain in the program.

8. Contacts with the enrollees should be made at school, work and with their families at home or in group meetings. Parental support should be secured early in the program. Until sufficient rapport is established between the youth and the program staff, most contacts will probably be initiated by the staff. The counseling contacts may be made at school, home, on the job, or after any scheduled vocational educational sessions. Some meetings might be held in the evenings and parents invited to attend.

9. Programs should maintain a file on each enrollee that will enable the staff to be informed on all aspects of the enrollee's development. Because of the close contact between enrollees and counselors, complete files are necessary to provide continuity in instances of staff turnover.

10. It should be expected that the counselors will have to deal with various crisis situations relating to the enrollee's job, academic work and family situations.

11. Some members of the program team must plan to be available to handle any problems during periods such as school vacations when the enrollees will still be working.

12. A convenient method of improving the availability of counselors for dealing with crises is providing a business card with the program office phone number for all enrollees and participating employers. (Counselors' home phones may be listed also.)

13. Any program can expect to have some youth who quit their job, are terminated, or who leave the program. When an enrollee asks to be transferred or leaves a job, the staff will have to determine whether the enrollee should be placed with another employer if the youth desires to remain in the program. One procedure that can be used to ensure that the counselor knows an enrollee is quitting is to ask that youth not to quit a job without first discussing the situation with his counselor.

14. The program should replace any youth who terminates his employment with participating employers who are fulfilling their responsibilities as outlined in Section III. However, careful consideration should be given to replacing youth at companies which terminate enrollees. For example, the employer should have made a sincere effort with the enrollee and his counselor to solve any difficulties before terminating the enrollee. In cases where the employer has made an effort to work with the program, it is reasonable to replace the enrollee from the pool of alternate enrollees who received pre-placement orientation. If programs do not maintain a

pool of enrollees in public sector NYC jobs, they run the risk of losing employers with good work stations if any youth quit the program.

15. Many cities have inadequate public transportation, especially during the non-peak hours that many youth will be traveling from school to their job. Job placement counselors should keep in mind that the youth will be traveling from school to work during the school year. Bus passes or tokens should be provided where possible.

16. Counselors should attempt to alleviate severe transportation problems through job placement near school and home, assistance in using public or school transportation, arranging car pools, etc. Counselors should avoid creating situations in which the enrollee becomes dependent upon the program staff for work transportation.

VII. CAREER EXPLORATION SESSIONS

A. Recommendations

1. CAREER COUNSELING AND EXPLORATION ACTIVITIES ARE ENCOURAGED AND SHOULD BE PROVIDED BY THE SPONSOR AND THE EMPLOYER ON AN ON-GOING BASIS. EXPLORATION ACTIVITIES MIGHT INCLUDE FIELD TRIPS AND OUTSIDE SPEAKERS.

2. IN-SCHOOL AND SUMMER NYC SPONSORS SHOULD ALSO BE ENCOURAGED TO ESTABLISH A LINKAGE WITH THE SCHOOL'S VOCATIONAL OR WORK EXPERIENCE DIVISION TO ASSIST IN THE DEVELOPMENT OF A CAREER COUNSELING/EXPLORATION CURRICULUM, ETC.

B. Implementation (See Sample Vocational Exploration Program in Appendix B.)

1. Where programs can devote time to presenting a vocational exploration program designed to expand the career horizons of enrollees, at least one staff member should be familiar with vocational and career guidance materials and their presentation.

2. The vocational specialist will also devote his efforts toward:

   a. Arranging school schedules to allow for work.

   b. Matching school subjects and job assignment to enrollee's interest.

   c. Attempting to arrange academic credit for the work experience obtained through the program.

3. The exploration program may utilize a variety of techniques but should include field trips and outside speakers. Small group sessions with maximum youth participation have been effective in the past.

4. The vocational exploration program that is presented by the staff may be implemented independently of any regular school system work experience program. In cities where NYC is sponsored by the school system or an arrangement can be agreed upon, youth may be

placed in the school's program to serve as a foundation which is expanded upon by the program staff. The rationale for a separate and supplementary program is simply that if enrollees not previously in the school's regular work experience programs are selected (see suggestions in Section II), the program enrollees will need additional emphasis and material. The VEPS experience has shown that they will have a number of problems which need the close attention of counselors as well as an opportunity to meet in smaller groups for more individualized career exploration.

5. A bi-weekly vocational exploration session of four hours appears to provide the most effective scheduling in terms of making sessions on-going, but leaving ample time for on-the-job training.

6. These sessions should be started as soon as the program is implemented and continue without interruption. If they are not started as the program begins, it is much more difficult for the employers to accept them as part of the regular program.

7. In most cities the bi-weekly sessions can be conducted at a school or the NYC offices. One method is to meet all youth enrollees in one or two schools at a regularly scheduled time.

8. Bi-weekly sessions with 20-30 enrollees each should leave ample time free for the staff to arrange employer contacts and enrollee counseling.

9. The program team should determine the remediation needs of the enrollees during the summer vocational exploration sessions. This will enable definite arrangements for meeting these needs to be made prior to the beginning of the school year. Experience with VEPS programs suggests that the major remedial areas will include: mathematics, reading, and social skills.

10. In addition to conducting the vocational exploration sessions, the program staff should work closely with the in-school NYC counselors and regular high school counselors to:

a. Arrange enrollee school schedules to allow for their work.

b. Match school subjects to enrollee's job assignment and interests.

c. Attempt to arrange academic credit for the work experience obtained through the program.

APPENDIX A. SAMPLE ORIENTATION PROGRAM

The following program outline and the accompanying attachments were designed by the Center for Urban Programs based on orientation programs conducted in VEPS cities. The attachments referenced in the outline follow page A-6 and are separated so that they may be duplicated and distributed as resource pages during discussion sessions. The enrollees can practice filling in the required information on some items such as the sample application forms while others provide information. The entire program outline with attachments could be distributed in place of the several attachments.

STEPS TO JOB SUCCESS

Full-Time Employment

High School Graduation

Career Exploration Sessions

Counseling

Job-Training and Work Experience

Report for Work

Employment Interview

Job Referral by Staff

Orientation Sessions

Selection for Program

PRIVATE SECTOR PROGRAM ORIENTATION OUTLINE

I. Introduction to the Youth Training in the Private Sector Program
(See Attachment A)

Purpose of program

Role of the program team

Emphasis on school work, training, and work experience

II. Attitudes Necessary for Succeeding on the Job (See Attachments B and C)

Why people work

Developing responsibility

Setting goals in life

III. Assessment of Enrollees Talents and Interests (See Attachment D)

The program team should administer some type of interest or occupational inventory test (See Appendix D for a listing of such tests). In addition, Attachment D might be used to determine how much the students know about the world-of-work. If it is used, it should be emphasized that it is to help the counselors provide information and not to fail enrollees.

IV. Interpretation of Assessment and Setting Goals (See Attachment E)

The inventory results should be used to guide students into thinking about private sector jobs that best match their interests and abilities. A plan for the enrollees' year can be developed.

V. Employer Fact Sheet

The orientation team should construct a sample list of participating companies with the types of jobs that are available. The employer fact sheets can be utilized to get the enrollees to think about what they would like to do in terms of what is available. A possible format would be:

68

FORMAT

COMPANY	LOCATION	TYPES OF JOBS	RATES OF PAY
XYZ Corporation	100 Main Street	Clerical	$1.60/hr.

VI. Getting a Job--The Application (See Attachments F, G and H)

The staff should present the types of information that an enrollee should have for filling out applications and provide ample opportunity for enrollees to fill out sample applications. Although some participating companies may not use their regular procedures, others can be expected to employ their regular applications and screening tests such as for typing and sales (math). Counselors should prepare enrollees referred to clerical positions for the possibilities of typing and filing tests.

VII. Getting a Job--The Interview (See Attachments I and J)

Role playing and films can be used to practice for the actual job interview. Several cities used role playing with the enrollees acting as the personnel director and prospective employee. They took pictures of the enrollees at the "interview" to show posture and grooming. The attachments provide sample information which can be used in role playing and general preparation.

VIII. Succeeding on the Job (See Attachments K, L, M, N, O and P)

Orientation leaders discuss the DO's and DON'T's of working with enrollees. Films and role playing situations could also be used.

Leaders should use some method to ensure that the enrollees have all necessary information concerning their job and the program. (See Attachments M or N)

IX. Paycheck Information

Orientation session leaders should have a sample paycheck for use in this session.

You should know the following information about your pay:

On what basis are you paid?

Hourly?   Weekly?   Bi-Weekly?   Monthly?

The difference between gross pay and net pay:

Gross Pay:	Salary before deductions.
Net Pay:	Amount you receive after deductions for such items as taxes.

What are the various payroll deductions?

Federal Income Tax
Social Security (FICA)
City Taxes (where applicable)
State Taxes (where applicable)
Union Dues (if any)
Insurance

When do I receive my paycheck?

Where do I receive my paycheck?

Who do I see if I have questions about my paycheck?

X. Budgeting

Orientation leaders should discuss budgeting with as much group interaction as possible. Staff should be mindful that at first youth will often want to allocate all their earnings to clothing and entertainment.

Sample Weekly Budget

Gross Pay ($2.00 per hour for 40 hours)	$80.00
Net Pay (Gross pay less taxes and other payroll deductions	65.00

WEEKLY EXPENSES

Transportation ($1.50 per day)	$ 7.50
Food (Lunches and Snacks) ($2.50 per day)	12.50
Clothing	15.00
Entertainment	10.00
Home Expenses	6.00
Savings	5.00
Other Expenses	5.00
Emergency Fund	2.00
Total Expenses (Compare with Net Pay)	$65.00

XI. Equal Opportunity Employment (See Attachment Q)

The attachment can be used to review the meaning of equal opportunity employment. Staff should be aware of the procedures to be followed in the event an enrollee makes a complaint.

XII. Unions

Orientation leaders should check with participating companies to determine whether this section is applicable to the enrollees.

Enrollees should know the following information about any unions at the place of their employment (Only a small number of work stations have been involved in companies with unions.):

Are they required to get a permit or join the union?

Name of the union.

Purpose of the union.

Name of union representative for their work unit.

Dues paid: When? How much? Where? Why?

How does the union status of their co-workers affect their responsibilities?

What should enrollees do if there is a strike at the company?

--as a non-union worker.

--as a union worker.

XIII. Vocational Exploration

Explain the format for continuing vocational exploration sessions.

Introduce ideas concerning occupational clusters and career ladders.

Give overview of sources of information and topics to use in researching a career.

NOTE: The amount of vocational exploration presented during the orientation sessions can be varied depending on the progress of the overall orientation program.

Attachment A
(1 of 2)

GENERAL YOUTH TRAINING PROGRAM INFORMATION

1. Hours of Work - The schedules will vary from work station to work station, however, enrollees will normally work 40 hours a week during the summer and not more than 15 during the school year.

2. Pay - Enrollees will receive $2.00 an hour.

3. Payroll Procedures - Each enrollee will have his/her own time card for each pay period. The time will be kept by the supervisor, not by the enrollee.

   a. When an enrollee is placed on a job, a time card will be given to the agency. If the agency is new, the counselor will deliver the card and explain the program payroll procedure to the supervisor.

   b. The enrollee time card will be signed by the enrollee and the supervisor.

   c. If an enrollee complains of shortage of pay, an investigation will take place, and if warranted, the pay correction will be made the following payday.

   d. No special checks will be written.

4. Holidays - The program does not pay for holidays.

5. Overtime - No enrollee will be paid overtime.

6. Sick Leave - No enrollee will be paid for sick leave compensation.

7. Lunch Hours - Enrollees are not paid for lunch hours.

8. Vacations - No enrollees are entitled to a vacation because the program is a training program, not a full-time job.

9. School - All enrollees are required to attend full-time school during the regular school year.

10. Counseling - Both individual and group counseling will be provided to all enrollees. Counseling will provide encouragement and assistance in personal, social, economic and vocational adjustment. Vocational counseling will cover job application procedures, interview behavior, and, in general, an introduction to the world of work.

11. Evaluation - All enrollees will be evaluated by their supervisor, and such evaluations will be discussed with the enrollees.

12. Transfer While in Training - No enrollee is eligible for a transfer during his training period without the approval and recommendation of his counselor.

Attachment A
(2 of 2)

13. Attendance - If you are absent for any reason, be sure to contact your work supervisor before you are to report to work on the day of absence.

14. Quitting - If you wish to leave the program, please contact your counselor.

Attachment B
(1 of 2)

INDICATORS OF GOOD WORK HABITS

Punctuality and Promptness

1. Prompt arrival to class or job.
2. Prompt response to signal.
3. Work submitted on time.
4. Regular attendance.
5. Begin to work promptly.

Responsibility

1. Required tools and materials brought to class or work daily.
2. Homework, if any, completed on time.
3. Projects completed on due date.
4. Make-up work because of absence turned in without a reminder.
5. Careful performance of assigned duties.
6. Careful use of materials and equipment and economy in use of supplies.

Cooperation

1. Volunteering services
2. Accepting assignments graciously.
3. Participating in class discussions.
4. Assisting other students in group work.
5. Developing a "team spirit" in class.

Honesty

1. Honest reasons given for defects and mistakes.

Efficiency

1. Keeping necessary materials together.
2. Keeping desk or work areas neat and orderly.
3. Arranging and handling tools and materials.
4. Preparing working environment and space.
5. Apportioning time.
6. Exercising common sense and judgment in carrying out assignments.

Voice and Speech

1. Clear and fluent, not too fast.
2. Correct and pleasing.
3. Avoidance of slang.

Industry, Perseverence, and Self-Reliance

1. Application to the job at hand.
2. Development of the ability to concentrate on tasks.
3. Ability to carry through an assignment to completion.
4. Development of good routines.
5. Development of initiative -- doing the work that should be done without being told. Asking for assistance when needed.

Emotional Control

1. Ability to see the other person's point of view.
2. Capacity to control mental and physical responses to situation.
3. Feelings not easily hurt.
4. Sense of humor.

Tact and Discretion

1. Saying and doing the right thing at the right time.
2. Avoiding gossip.
3. Ability to deal with others without giving offense.

Loyalty

1. Taking pride in being associated with your organization, regardless of the level on which you serve.
2. Not reluctant to do more than you are paid for.
3. Respect for those in authority.

Personal Appearance and Physical Fitness

1. Appropriate grooming and dress.
2. Cleanliness of person and attire.
3. Appropriate hair style.
4. Good health habits.
5. Appropriate make-up.
6. Pleasant facial expression.

Attitudes

1. Pride of Workmanship.
2. Cheerfulness.
3. Willingness to work and cooperate with others.
4. Desire for improvement.
5. Willingness to accept criticism.

Behavior

1. Courteous.
2. Avoidance of such distracting habits as chewing gum, rattling of paper, mumbling, humming, loud talking or tinkering with machines.

Attachment C

PERSONALITY AND JOB SUCCESS

VOTING SHEET

ASSETS

- ___ Alertness
- ___ Cheerfulness
- ___ Cooperation
- ___ Courtesy
- ___ Dependability
- ___ Enthusiasm
- ___ Honesty
- ___ Industry
- ___ Initiative
- ___ Interest in the customer
- ___ Intelligence
- ___ Loyalty
- ___ Memory
- ___ Orderliness
- ___ Patience
- ___ Personal Appearance
- ___ Poise
- ___ Sense of Humor
- ___ Sincerity
- ___ Tact and Diplomacy

LIABILITIES

- ___ Aloofness
- ___ Annoying Mannerisms
- ___ Familiarity
- ___ Giving Excuses
- ___ Indifference
- ___ Jealousy
- ___ Know it all attitude
- ___ Procrastination
- ___ Rudeness
- ___ Tendency to argue
- ___ Tendency to complain

READ CAREFULLY

By selecting 10 of the Personality Traits which are to be encouraged and 5 of these which should be minimized or eliminated, we have the basis for an intensive discussion of traits that you consider most important. From this discussion you will be able to develop a program of self-improvement.

Source: Coordinators Guide for Occupational Relations, University of Minnesota

Attachment D

Name______________________ ________________ ___________ ___________ 9 10 11 12
Last First Age Date Grade

INVENTORY

The following inventory is to find out how much you know about jobs and the world of work. Please answer each question by placing an X in one of the four lines to the right of the question.

		Yes I Do	I Think So	I'm Not Sure	No I Don't
1. Do you know what your strongest interests are?	1.	____	____	____	____
2. Do you know what you are least interested in?	2.	____	____	____	____
3. Do you know in what areas your highest abilities are?	3.	____	____	____	____
4. Do you know what your best aptitudes are?	4.	____	____	____	____
5. Do you know how to relate your interests, aptitudes and abilities to possible occupations?	5.	____	____	____	____
6. H[illegible] filled out a job application?	6.	____	____	____	____
7. Have you ever been interviewed for a job?	7.	____	____	____	____
8. Do you know what you will be doing after you graduate?	8.	____	____	____	____
9. Do you know how and where to look for employment?	9.	____	____	____	____
a. Do you know the kind of job you will be looking for?	a.	____	____	____	____
b. Do you know the amount of schooling needed for this job?	b.	____	____	____	____
c. Do you know the kind of training needed for this job?	c.	____	____	____	____
d. Do you know what advancement opportunities there are on this job?	d.	____	____	____	____
10. Do you know what an apprenticeship is?	10.	____	____	____	____
11. Do you know what on-the-job training is?	11.	____	____	____	____
12. Do you know how and where to look for occupational information?	12.	____	____	____	____
13. Do you know what school or schools would be best for you to attend after high school graduation?	13.	____	____	____	____
14. Do you feel you have had help in school regarding the questions listed above?	14.	____	____	____	____
15.					
a. If no, would you like help in planning your future?	a.	____	____	____	____
b. If yes, who provided this help to you?	b.	____	____	____	____
		teacher	counselor	parent	other

Attachment E

MY SELECTED GOAL

MY PLAN

1. One big goal that I really want to accomplish is:____________________

____

2. Here is how I am going to make progress toward this goal:____________

____

____

____

3. My deadline to turn this plan into reality is:______________________

4. Here are abilities and skills that I have that will help me achieve this goal:____

____

5. I have detailed knowledge of the following subjects that will help me reach my goal:____

____

6. Here are areas where I need more information, help, skills, and knowledge:

____

____

7. Here are places and people I can go to to get help, to gain knowledge, and information, and to master the skills I need:________________________

____

____

8. Here is the first step I am going to take (this week!):________________

____

Attachment F

PERSONAL DATA SHEET

NAME ______________________________ PHONE ______________

ADDRESS ______________________________ CITY ______________

DRIVERS LICENSE NO. ______________________________

AGE ________ HEIGHT ________ WEIGHT ________ SOCIAL SECURITY NO. ______________

EDUCATION:

High School ______________________________

Subjects Presently Taking:

______________ ______________

______________ ______________

______________ ______________

PREVIOUS EMPLOYMENT:

NAME OF FIRM ______________________________

ADDRESS: ______________________________

JOB TITLE: ______________________________

EXTRA-CURRICULAR ACTIVITIES IN SCHOOL: ______________________________

____

PRESENT INTERESTS: ______________________________

REFERENCES: 1. ______________________________

2. ______________________________

ADDITIONAL COMMENTS: ______________________________

____

____

School ______________________
OVT Program ______________________
Period ______________________

Attachment G
(1 of 2)

Do not print (Sample)

APPLICATION FOR EMPLOYMENT

Print or
Write
Legibly

Position applied for ______________________ Date ______________
Name ____
Height ____________ Weight ____________ Age ____________
Address ____
(Street or RFD) (City) (State)

Telephone No. ______________
Social
Security No. ______________
Previous address ____
Birth date ______________________ Birthplace ______________________
(Month) (Day) (Year) (City) (State)

CHECK ALL THAT APPLY:

______ Female
______ Male
______ Single
______ Married
______ Widowed

______ Own home
______ Rent
______ Board
______ Live (Parents)
______ With (Relatives)
______ Purchasing Home

Number and age of dependents ______________________
Relationship of dependents ______________________
____
Business or occupation of father ______________________
(or mother) ____

Interested in — Temporary work ______________ Full-time ______________ Part-time ______________
Saturday only ______________ Salary expected ______________________
Are you responsible for your entire support ______________? Others who are dependent on you for their support:
Number ________ Ages ______________________
Nature of any physical defects ____
Recent illnesses ____
Date of last physical examination ____

Education	Circle grade completed	Name of School	Location	Major Subject	Year Graduated
Elementary	1 2 3 4 5 6 7 8				
High School	1 2 3 4				
Business or Vocational	1 2 3 4				
College or University	1 2 3 4 5 6				
Night or Correspondence	1 2 3 4				

Give details of any other educational training ____
____

Attachment G
(2 of 2)

What are your hobbies? ____________________________

In case of illness or
emergency, notify: Name ____________________________
Address ____________________________
Relationship ________________ Telephone ____________

Why do you feel qualified for the position for which you are applying?

PREVIOUS EMPLOYMENT

(Last employment first)

From	To	Name and address of employer	Department – position duties – salary	Reason for Leaving
Month ____ Year ____	Month ____ Year ____			
Month ____ Year ____	Month ____ Year ____			

PERSONAL REFERENCES

(Do not give names of relatives)

	Name	Address	Occupation
1.			
2.			
3.			

— Do not Write in Space Below —

Interviewed by:

____

Other remarks:

Personality ________________
Attitude ________________
Ambition and initiative ________________
Calmness ________________
Physical qualities ________________
Intelligence ________________
Leadership ________________
Appearance and Grooming ________________
Work best suited for ________________

____
Applicant's Signature

Attachment H (1 of 2)

JOB	CLASS	DATE	INT	STATUS

DATE EMPLOYED ____________ DEPT ________

APPLICATION FOR EMPLOYMENT

PLEASE PRINT

DATE ____________ CITY ____________

NAME MISS MRS MR ____________ LAST ____________ FIRST ____________ MIDDLE

RESIDENCE ADDRESS ____________ NUMBER ____________ STREET ____________ CITY ____________ ZONE TEL NO ____________

HOW LONG HAVE YOU LIVED IN THIS CITY? ____________ HOW LONG AT THE ABOVE ADDRESS? ____________

DATE OF BIRTH ____________ WHAT PROOF OF AGE HAVE YOU ____________ ARE YOU A CITIZEN OF U.S.A.? ____________

ARE YOU SINGLE ☐ MARRIED ☐ WIDOWED(ER) ☐ SEPARATED ☐ DIVORCED ☐ SOCIAL SECURITY NO. ____________

NO. OF DEPENDENTS ________ AGES OF CHILDREN ____________ DO YOU LIVE WITH SPOUSE _____ PARENTS _____ OTHER ___

PERSON TO NOTIFY IN CASE OF ACCIDENT NAME ____________ ADDRESS ____________

PLEASE COMPLETE BALANCE OF FORM IN YOUR OWN HANDWRITING

HEIGHT ________ FT. ________ INS. WEIGHT ________ LBS. WRITE WITH LEFT ________ OR RIGHT HAND ________

DO YOU OBJECT TO WORKING SATURDAY, SUNDAY, HOLIDAYS OR DAY, EVENING OR NIGHT HOURS? ____________

TYPING SPEED ____________ DICTATION SPEED ____________ OTHER BUSINESS MACHINES? ____________

EDUCATION

	NAME OF SCHOOL	CITY AND STATE	MAIN SUBJECTS STUDIED	GRADE COMPLETED	MONTH AND YEAR
HIGH					
J. C.					
COLLEGE					
OTHER					

NAME UNDER WHICH ATTENDED SCHOOL, IF DIFFERENT ____________

SCHOOL OR CAMPUS ACTIVITIES AND HONORS WON ____________
(EXCLUDE ORGANIZATIONS, THE NAME OF WHICH INDICATES RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.)

ARE YOU A LICENSED MOTOR VEHICLE OPERATOR? YES ________ NO ________

HAVE YOU EVER BEEN ARRESTED FOR OTHER THAN MINOR TRAFFIC VIOLATIONS? ____________ (YES OR NO)

IF YES, GIVE (1) OFFENSES (2) DATES (3) PLACES OF ARREST AND (4) DISPOSITION OF CASES ____________

KIND OF WORK DESIRED ____________

HAVE YOU EVER APPLIED FOR WORK WITH ANY COMPANY BEFORE? ____________ IF YES, WHERE? ____________

WHAT BROUGHT YOU TO OUR COMPANY? ____________ (NEWSPAPER AD, RADIO, FRIEND, ETC.)

NAME OF FRIEND OR RELATIVE IN COMPANY ____________

PLEASE FILL OUT REVERSE SIDE OF FORM

Attachment H
(2 of 2)

START WITH LAST JOB HELD

WHERE YOU HAVE WORKED	POSITION HELD AND DEPARTMENT	NAME AND TITLE OF IMMEDIATE SUPERVISOR	TYPE OF WORK	DATE EMPLOYED	DATE OF LEAVING	WAGES OR SALARY
FIRM NAME						
STREET ADDRESS						
CITY ____ ZONE ____ STATE ____						
TEL NO ____ WHY DID YOU LEAVE? ____			NAME UNDER WHICH EMPLOYED IF DIFFERENT ____			
FIRM NAME						
STREET ADDRESS						
CITY ____ ZONE ____ STATE ____						
TEL NO ____ WHY DID YOU LEAVE? ____			NAME UNDER WHICH EMPLOYED IF DIFFERENT ____			
FIRM NAME						
STREET ADDRESS						
CITY ____ ZONE ____ STATE ____						
TEL NO ____ WHY DID YOU LEAVE? ____			NAME UNDER WHICH EMPLOYED IF DIFFERENT ____			
FIRM NAME						
STREET ADDRESS						
CITY ____ ZONE ____ STATE ____						
TEL NO ____ WHY DID YOU LEAVE? ____			NAME UNDER WHICH EMPLOYED IF DIFFERENT ____			

MILITARY SERVICE RECORD - UNITED STATES ARMED FORCES

SELECTIVE SERVICE OR RESERVE STATUS ____

DATE OF ENTRY		RANK AT DISCHARGE	
DATE OF DISCHARGE		RATING OR SPECIALIST	
BRANCH OF SERVICE		TYPE OF DISCHARGE	

GIVE TWO PERSONAL REFERENCES (NOT RELATIVES OR PERSONS YOU HAVE WORKED FOR)

NAME	MAILING ADDRESS	CITY (NEED NOT BE LOCAL)	ZONE	STATE	TEL. NO. IF KNOWN	BUSINESS OR PROFESSION

ANY MISREPRESENTATION OF FACTS CONTAINED ON THIS APPLICATION IS CAUSE FOR DISMISSAL, IF YOU ARE EMPLOYED

Attachment I

HOW TO PREPARE YOURSELF FOR JOB INTERVIEWS

1. KNOW YOURSELF - Your prospective employer will want to know your interests and qualifications, so be prepared to tell them briefly, intelligently and clearly during the interview. through A-5.

2. ANTICIPATE QUESTIONS THE EMPLOYER MIGHT ASK - Be prepared to tell why you want the job and why you want to work for the firm or agency. Know something about the job you are applying for.

3. CHECK YOUR PERSONAL APPEARANCE - Be neat, clean and appropriately dressed. Don't wear heavy make-up or strong perfume. Don't chew gum and don't smoke unless invited to do so.

4. GO TO THE INTERVIEW ALONE - The employee is interested in you in the way you present yourself. He doesn't want to hear what your relatives or friends think of your qualifications. He will judge for himself.

5. ARRIVE EARLY - Get to the interview at least five minutes ahead of time. Present yourself in a straightforward manner. Let the receptionist know who you are and whom you wish to see.

6. BE ALERT DURING THE INTERVIEW - Sit up straight and look alert during the interview. Try to be at ease and to answer your prospective employer's questions in a business-like manner.

7. BRING A FACT SHEET - A fact sheet about your jobs, dates of work, wages and kinds of work is essential. If you have this information with you, it will make filling out an application much easier.

   Each agency or firm has its own application form, but generally all application forms ask the following information:

   a. Name
   b. Address, telephone
   c. Date of birth and place
   d. Driver's license
   e. Social Security Number
   f. Work Permit
   g. Draft Card
   h. Names and addresses of former employers
   i. Dates worked
   j. Salary
   k. Names and addresses of two people other than relatives who know you and your background
   l. Names and addresses of all schools you attended
   m. Dates you attended each school
   n. Dates of graduation and diploma received

Attachment J
(1 of 2)

YOUR JOB INTERVIEW

The job interview has a dual purpose: For you to appraise the job, employees and organization, and for the employer to appraise your qualification, appearance and personality to determine your general fitness for the opening and whether the position meets your needs and interests.

PREPARATION:
- NEVER take anyone with you.
- Take all necessary papers and information with you.
- Check your personal appearance.
- Arrive a few minutes early.
- Learn all you can about the company.
- Know the job or jobs you are looking for and how you qualify for them.
- Practice answering the following questions.

TYPICAL INTERVIEW QUESTIONS:

- What kind of job are you interested in? Why?
- What training have you had?
- What experience have you had?
- Why do you want to work for this company?
- How did you happen to hear about this job or this company?
- Do you know anyone who works here?
- How have your previous employers treated you?
- Have you ever held more than one job at one time? When?
- Did you like your last job? Why?
- Why did you leave your last job?
- What plans do you have for your future? (Career - Personal)
- Why did you choose this particular type of work?
- What do you do in your spare time?
- Do you plan to continue your education? Why?
- What subjects did you like best in school? Why?
- What subjects did you particularly dislike? Why?
- What school activities have you participated in?
- What do you expect to be doing 10 - 20 years from now? (Job, family, residence)
- Do you expect to start or own a business someday?
- What are your hobbies?
- Have you ever been in trouble with the police? Explain.
- Do you have any physical defects or recurring illnesses?
- Do you expect to stay in this type of work? Why?
- What is your attendance record? (School - work)
- Why is a job important to you?
- How do you usually spend your vacations?

QUESTIONS YOU MIGHT ASK:

Must you join a Union to be employed?
Are special tools, uniforms or safety equipment furnished, or must you buy them?
What educational plans or training programs are available to you?
What are the advancement opportunities and promotion policies of the company?
Will the job require working shifts?
When can you expect to be notified about whether or not you are hired?
How long will your application be kept in the active file? How can it be renewed?

OTHER INTERVIEW TIPS:

Use correct English.
Dress neatly - usually conservative clothing is best. Your party clothes are best for other events.
Arrive on time - a few minutes early is even better.
Be alert, courteous and attentive.
Watch your posture. Do not slump in the chair.
Be honest about yourself. Don't exaggerate or underestimate your abilities.

Remember: Your rating starts when you arrive. Where and how you park, the door you use, how you conduct yourself with the office staff, what you do while waiting and how you acknowledge introductions, always furnish the interviewer with clues to your behavior and personality before the interview starts.

Attachment K

PERSONALITY AND JOB SUCCESS

Thirty-one physical characteristics that hurt your personality.

Explanation: Frequently we offend others unknowingly . The list that follows was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?"

Directions: Place a check mark before each item that APPLIES TO YOU.

Dirty fingernails
Dirty hands
Beard
Excessive makeup
Powder smears or dabs
Yellow or unclean teeth
Food between teeth
Dirty neck
Dirty ears
Greasy hair
Dirty scalp
Dandruff
Hair too long
Ragged fingernails
Dirty shirt or blouse
Dirty collars and cuffs
Unshined shoes
Body odor (Do you know?)
Slouchy walking
Awkward posture
Hair not combed
Greasy skin
Gaudy fingernails (girls)
Broken shoestrings
Buttons missing
Dirty hankerchief
Wrinkled clothing
Soiled, dusty purse
Too much perfume
Runs visible in hose
Soiled suit or dress

Number of checks_________

If you checked fewer that five items, you are neater and better groomed that the average man or woman on the street.

If you checked between five and ten items, you are below average in neatness and should do something about it.

If you checked more than fifteen items, you are in pretty bad shape. Drastic action is necessary.

Look over the items that you checked. Every one is a personality defect in the eyes of other persons. Every one of these defects can be eliminated.

Attachment L

HINTS FOR JOB SUCCESS

DO:

Be on time.

Dress neatly.

Dress appropriately. Check to see if the firm has a dress code.

Always call in if you are sick or going to be late.

If you have questions about the job, ask your supervisor.

Take your responsibilities seriously.

Make an effort to get along with your co-workers.

Set some standards and goals for your work experience.

Know about the company you are working for.

Be careful with company property.

Observe safety rules and procedures.

Follow instructions carefully.

Be honest.

DON'T:

Loaf on the job.

Take long lunch hours.

Take long breaks.

Be afraid to ask questions if you don't understand.

Be hostile and belligerent.

Be insubordinate.

Be dishonest.

Attachment M

ENROLLEE CHECK SHEET

For your own benefit, be sure to ask your Supervisor for the answers to these questions.

1. What hours are you assigned to work? ______________________________
2. What is your lunch and break schedule? ______________________________
3. Whom do you receive orders and instructions from? ____________________
4. Whom do you call if sick or unable to report to work? _______________
5. What does your unit do? ____
6. What are the safety rules for your job? ____________________________
7. Whom do you report to if injured at work? ___________________________
8. What are the smoking rules? ____
9. What special clothing must you have? ________________________________
10. What is the method of handling a grievance? _________________________
11. Where and who distributes paychecks? _________________________________
12. What are the penalties for violating work rules? ____________________
13. Where can you keep your personal belongings while working? __________
14. Where are the designated eating areas? ______________________________

Attachment N

YOUTH TRAINING PROGRAM JOB CARD

(Operating agency should provide these for enrollees to carry with them during the program.)

(Front)

YOUTH TRAINING PROGRAM ENROLLEE CARD

Enrollee Name ______________________________

Address ______________________________

Telephone ______________________________

Social Security No. ______________________________

Employer ______________________________

Address ______________________________

Telephone ______________________________

(Back)

Job Supervisor ______________________________

Telephone ______________________________

Program Counselor ______________________________

Telephone ______________________________

Program Office Address ______________________________

Telephone ______________________________

Attachment O

HELPFUL TIPS ON THE JOB

General

1. Everything you see, hear, and do in connection with your job is confidential

2. Listen carefully and get complete instructions the first time they are given FOLLOW INSTRUCTIONS ACCURATELY. (Get a small loose-leaf notebook and write down instructions -- your memory often fails you.)

3 Be ACCURATE FIRST, then work for speed.

4. THINK before you speak or act -- use your head.

5. Have all work tools (pencils, notebooks, erasers, etc.) accessible and organized at all times.

6. Keep your training station neat and orderly. Clean it up when you leave.

7. Dress appropriately; be well groomed; be courteous, patient, and pleasant even though it is difficult!

8. Be prompt.

9. REMEMBER THE GOLDEN RULE: Do unto others as you would have others do unto you.

10. Proofreading is one of the most difficult and responsible assignments.

11. Do not make assumptions; if you are not sure, ask.

12. It is not polite or businesslike to participate in any conversation taking place where you are working unless you are specifically included. Continue with your work as though you do not see or hear.

13. Work to be seen by outsiders should receive special care. Let's maintain a good image of quality work from our school.

Attachment P

YOUR WORK IS IMPORTANT

You are doing useful work at the job site. People are counting on you

BE ON TIME

GOOD ATTENDANCE

Punctuality is a good habit to develop. People notice you when you are on time. It gives you a good reputation.

IF you have problems, be sure you:

_________ Know your employer's telephone number.

_________ Notify your job-supervisor if you cannot report for work on time.

_________ Discuss problems that interfere with your attendance with your job-supervisor.

_________ If you plan to quit your job, notify your employer at least one week in advance.

QUALITY OF WORK

Periodically you will receive an evaluation of your work by your supervisor. This is to help you know your strengths and weaknesses.
Help can and will be offered to you if there are any weaknesses -- so that you may improve. If you are doing a good job, then you are to be praised. Here is how you will be graded.

_________ Responsibility

_________ Performance

_________ Cooperation

_________ Initiative

_________ Appearance

YOUR WORK RECORD

While working in NYC you are building up a good work record. Your work experience will be helpful in the future when you apply for another job. The more you have done, the more you can offer a future employer.

EARN AND LEARN - DO THE BEST YOU CAN!!!

Attachment Q

U.S. DEPARTMENT OF LABOR
OFFICE OF THE ASSISTANT SECRETARY FOR MANPOWER
WASHINGTON, D.C. 20210

WELCOME to a Manpower Administration Program.

Let me tell you something about YOUR CIVIL RIGHTS UNDER FEDERAL LAW.

Your sponsor has assured the U.S. Department of Labor that no one enrolled in a Manpower Administration Program will be discriminated against because of race, color, religion, sex, or national origin.

This means: that no benefits or services may be denied you because of your color, or the country in which you or your parents were born, or your religion;

that you may not be segregated or treated any differently from other enrollees because of your race, color, religion, sex, or national origin while you are being registered, interviewed, counseled, or tested; or while you are working or attending classes as part of the project;

that you must be provided an equal chance to use all facilities available on the project.

If you feel you have been denied any of these opportunities, talk to your supervisor or your counselor. You may also write to the Director, Office of Equal Employment Opportunity, Manpower Administration, U.S. Department of Labor, Washington, D.C. 20210.

The Civil Rights Act of 1964, as amended, guarantees you the right to make a complaint. You cannot in any way be penalized for writing to the U.S. Department of Labor or talking to your employer. You have 90 days in which to file a complaint. All complaints will be handled CONFIDENTIALLY.

Sincerely yours,

Arnold R. Weber

Arnold R. Weber
Assistant Secretary for Manpower

Attachment R
(1 of 2)

NAME____________________________

DATE__________ Grade 9 10 11 12

INVESTIGATING CAREERS

1. Name of Occupation to be studied____

2. Typical duties for this Occupation____

____

____

3. Other occupations similar or related to this one_________________________________

____

____

4. What kinds of business or industry offer employment in this occupation?___________

____

5. Local firms employing people in this occupation__________________________________

____

6. Are these positions currently available in our local area? YES NO

Where? ____

7. Is part time employment available in this or similar occupations in our local area?

YES NO Where?____

8. EDUCATIONAL PREPARATION REQUIREMENTS:

A. High School graduation? YES NO
B. College or Trade-Tech School? YES NO
C. What local schools or colleges offer subjects in this occupation___________

____

D. Approximate cost for this training_____________________________________
E. Number of months or years preparation beyond high school_______________
F. Is On-The-Job training available? YES NO
G. Are apprenticeships available for this occupation? YES NO
H. What high school subjects are useful to prepare for this occupation__________

____

9. Is experience necessary to enter this occupation? YES NO
10. Must you join a Union to enter this occupation? YES NO
11. Are you required to have a license or certificate to enter this occupation? YES NO
12. PERSONAL QUALIFICATIONS FOR THIS OCCUPATION:

A. Personality Traits____

____

B. Special interests____
C. Special Aptitudes____
D. Physical Skills____
E. Physical Demands____
F. Health Factors____

Attachment R
(2 of 2)

13. WORKING CONDITIONS FOR THIS OCCUPATION:

A. Hours: Day ________ Week ________
Extra Hours in Peak Periods? - - - - - - - - - - - - - YES NO
B. Work Nights?- YES NO
C. Unusual health or safety hazards? - - - - - - - - - - - - - YES NO
D. Is the job physically tiring? - - - - - - - - - - - - - - - YES NO
E. Will you be required to meet the public?- - - - - - - - - - YES NO
F. Will you work alone much of the time? - - - - - - - - - - - YES NO
G. Will you have to make decisions?- - - - - - - - - - - - - - YES NO
H. Will you have definite responsibilities?- - - - - - - - - - YES NO
I. Will you work indoors, outdoors or both? ____________________
J. Does the work have variety or is it routine? ____________________
K. Does this job require concentration for long periods? - - YES NO
L. Will the work be regular or seasonal? ____________________
M. Will there be much noise or distractions? - - - - - - - - - YES NO
N. Will you be required to travel? - - - - - - - - - - - - - - YES NO
O. Will you be working primarily with things, people or ideas? ________

14. What is the starting salary? ________ ________ Hourly - Weekly - Monthly
15. Paid weekly ________ Every 2 Weeks ________ Monthly ________
16. Top salary potential in this occupation? ____________________
17. Advancement Opportunities? YES NO To what Positions? ________ Salary ________
18. What fringe benefits are offered? (Insurance, Vacations, Sick Leave, Retirement,

etc. ____________________
19. Are uniforms or special clothing required? - - - - - - - - - - - - YES NO
Does the employer furnish them?- - - - - - - - - - - - - - YES NO
20. Are special tools or equipment required?- - - - - - - - - - - - - YES NO

Does the employer furnish them?- - - - - - - - - - - - - - YES NO

21. Does this job offer security? - - - - - - - - - - - - - - - - - - - YES NO

22. Does this job require security clearance? - - - - - - - - - - - - - YES NO

23. What do you like about this occupation? - - - - - - - - - - - - - YES NO

____

ADVANTAGES ____________________________________

24. What do you dislike about this occupation? ____________________

____

DISADVANTAGES ____________________________________

25. What is the future employment outlook for this occupation? Will Grow ________

Remain Static ________________ Decline ________________

26. How many people are employed in this occupation? ________________

27. Would you expect this occupation to be your life career? YES NO or a stepping stone

to ____

28. Have you discussed your career plans with your parents? - - - - - YES NO
What is their opinion of this occupation? ____________________

APPENDIX B. SAMPLE VOCATIONAL EXPLORATION PROGRAM

The following outline represents a recommended program for bi-weekly vocational exploration sessions; components are designed for a 46 week period beginning in the summer. The sessions follow and expand upon the 60-hour (3 week) orientation program detailed in Appendix A. A listing of materials and personnel has been omitted since many areas will already be using materials and personnel which can be adapted for the program.

Although the thrust of the vocational exploration sessions is an exposure to a variety of careers and the preparation or experience necessary to pursue them, it is anticipated that the youth will also spend time discussing their current work experience and any problems they encounter during the school year. Several sessions focus on these topics.

The implementation of the vocational exploration sessions could be the primary responsibility of the vocational specialist; however, the entire program team could present some or all of the sessions. The participation of all program staff is encouraged when this does not conflict with their other program duties.

The use of field trips to familiarize enrollees with employers in the area as well as the types of employment they offer is an integral part of the vocational exploration program. This may entail some advance budget planning to ensure that sufficient transportation funds are allocated for this purpose. In addition, counselors should be encouraged to make arrangements for special field trips which examine occupations which appeal to a limited number of enrollees. Proper scheduling will require that the program teams keep each other informed of these opportunities.

PRIVATE SECTOR TRAINING PROGRAM OUTLINE

Session #	Topic
1	Review of program and private sector placement. Purposes Procedures Vocational Exploration Session Format Status - enrollees, work stations, counselors Discussion of any enrollee concerns.
2	Job Adjustment - Job Problems (examples) Relate to: Job satisfaction Job success Future employment.
3	Attitudes Required for Job Success Work Experience related to future jobs. Discuss private sector positions and enrollees' fall school Schedule - timing and courses Screen for remediation needs - academic and health
4	Field Trip (Program team should supplement with individualized trips for one or several enrollees according to special interests.)
5	Self-Inventory Reassess talents and interest after summer work experience Are goals unchanged? Are changes in school program needed?
6	Career Planning Session Expanding Occupations How to Research an Occupation How to Read Want Ads
7	Films of Various Occupations - as many types as possible.
8	Project - Research a Specific Occupation or Field
9	Project Follow-up and Discussion How to prepare for the above occupations What are some related occupations? How is advancement possible?
10	Field Trip

Session #	Topic
11	Group Discussion Devoted to Enrollees' Concerns
12	Guest Speakers (such as company personnel) Program might center on careers or succeeding on a job
13	Review of Program Evaluations by Employers and Counselors Stimulate group discussion of strong and weak points of enrollees and program
14	Evening Session - With Parents Program review Career exploration review Answer questions
15	Managing Money Budgeting Consumer questions Credit and Installment Buying Banking services
16	Income Taxes Preparing Income Tax Returns
17	Employee Benefits Social Security, Health Insurance, Retirement Benefits, Unemployment Insurance and Workmen's Compensation
18	Increasing Your Personal Effectiveness Understanding and influencing others
19	Field Trip
20	Planning for the Summer - Review of Application and Interview Procedures
21	Career Goals - How to Achieve Them
22	Group Discussion of Year's Activities
23	Final Wrap-up Importance of School Succeeding at the Job Your Talents and Interests Careers in Demand

APPENDIX C. SAMPLE FORMS AND MATERIALS

The following forms, letters, and other materials were used in various cities during the two years of VEPS program operations. Many VEPS programs developed new materials for use in such phases as job development, promotion and record keeping. Several VEPS programs adapted materials that were used in the school work-experience program or in NYC.

Since there are no approved guidelines for a VEPS-type program, some modifications of the materials contained in this appendix would be necessary before they could be used in similar programs. However, rather than make changes which still would not reflect each city's local manpower programs and conditions, the materials are included in their original form to serve as examples.

The following index lists all materials under topical headings:

Index to Appendix C

	Topic	Source	Page
1.	Publicity Brochures & Letters		
	a. Flyer for employers and youth	- San Bernardino	C - 3 & 4
	b. Text of publicity flyer	- Salt Lake City	C - 5
	c. Letter to employers	- Columbus, Ohio	C - 6 & 7
	d. General letter of explanation	- Cleveland, Ohio	C - 8
2.	Job Development Work Station Description Form		C - 9 & 10
3.	Employer Letters of Agreement*		
	a. Letter of Agreement	- Salt Lake City	C - 11 & 12
	b. Letter of Agreement	- Columbus, Ohio	C - 13-15
	c. Letter of Agreement	- San Bernardino	C - 16 & 17

---

*See pp. 42-44 for revised copy.

	Topic	Source	Page
4.	Enrollee Letter of Agreement**		
	a. Letter of Agreement	- Flint	C - 18
	b. Letter of Agreement	- Cleveland	C - 19 & 20
5.	Parent Contact Letters		
	a. Letter to parents	- Cleveland	C - 21
	b. Publicity flyers for Parents	- Pittsburgh	C - 22 & 23
	c. Letter to parents	- Haverhill, Mass.	C - 24
	d. Parents Authorization Form	- Haverhill, Mass.	C - 25
6.	Enrollee Record Form (Note these four pages were printed on a file folder)	- San Bernardino	C - 26-29
7.	Enrollee Time Sheets		
	a. Time Sheet	- Flint	C - 30
	b. Time Sheet	- Salt Lake City	C - 31
8.	Enrollee Evaluation Forms		
	a. Enrollee Evaluation	- Buffalo	C - 32
	b. Enrollee Evaluation	- Flint	C - 33
	c. Enrollee Evaluation	- Salt Lake City	C - 34
9.	Letters of Appreciation to Employers		
	a. Certificate of Appreciation	- Columbus, Ohio	C - 35
	b. Letter of Appreciation	- Columbus, Ohio	C - 36
	c. Letter of Appreciation	- Columbus, Ohio	C - 37
10.	Vocational Exploration Topics	- San Bernardino	C - 38-42
11.	Program for VEPS luncheon-workshop	- Pittsburgh	C - 43 & 44

**See p. 35 for revised copy.

VEPS

FILE CLERK
LET'S FIND OUT

WHAT IS VEPS?

VEPS which stands for vocational Exploration in the Private Sector, is a federally funded pilot program designed to offer career interest exploration and work experience in accordance with the students educational program and the private business community.

OBJECTIVES

To provide selected economically disadvantaged high school students with skills allowing them to further their education or enter the private sector upon graduation.

To demonstrate that the private sector, local school system and government agencies can effectively coordinate a meaningful career exploration and work experience progress.

To help economically disadvantaged students experience work achievement and learn the value of education and training in preparing for a career.

VOCATIONAL EXPLORATION PRIVATE SECTOR

WHO IS ELIGIBLE FOR VEPS?

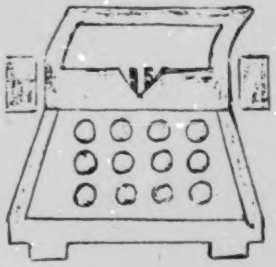
Selected 16 year old 11th graders attending San Bernardino City Unified Schools who meet the eligibility requirements for the Neighborhood Youth Corps program.

HOW MANY STUDENTS ARE IN THE PROGRAM?

There are 60, 11th grade students in the program all presently enrolled in various private sector job stations.

HOW LONG DOES THE PROGRAM LAST?

Each of the 60 students began working full time during the summer and this continues during their junior year with them working at least 15 hours per week.



DO THE STUDENTS RECEIVE WAGES?

Yes! Each student is paid minimum wage with the federal government and the private sector sharing the cost.

DO THE STUDENTS RECEIVE SCHOOL CREDIT?

Yes! Each VEPS enrollee receives 5 units of school credit per semester. The students 6th class period is devoted to the VEPS program.

ARE PARENTS AWARE OF VEPS?

Yes! The parents of each student have received an orientation and given written approval of their son or daughter's participation in VEPS.

WILL CAREER GUIDANCE SERVICES BE OFFERED?

Yes! There are 3 VEPS counselors responsible for monitoring the program including the active participation of each student in a vocational guidance unit, concurrent with his academic courses and work experience. This will be implemented at each high school throughout the year.

WILL AN EVALUATION BE MADE?

Yes! An ongoing evaluation is being made with year end improvement expected in student attitude, grades, attendance, promptness, job performance, etc.

WHAT ABOUT ADMINISTRATION?

The office of the San Bernardino County Superintendent of Schools in conjunction with San Bernardino City Unified Schools, is responsible for VEPS Administration.

For further information call:
Bob Ciauri San Bernardino Schools
(714) 383-2283

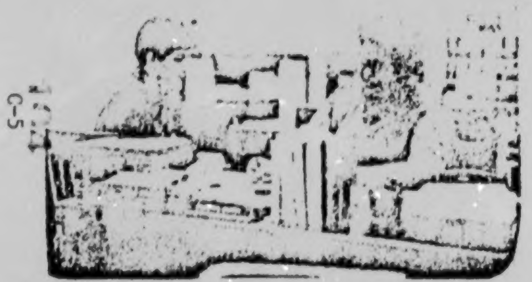
[illegible]

The general purpose of Pilot Careers Program is to provide in school youth with career exploration and training opportunity in the private business sector. Stress is given to raising educational attainment and improving enrollee's employability.

1. Provides for practical training on the job experience and directed study
2. Helps develop skills necessary for the job
3. Encourages good work habits and opportunity to gain variable work experience
4. Is guided by the employer, school, and the Pilot Career's staff

THE EMPLOYER AGREES TO

1. Pay towards the student's $1.60 salary
2. Employ students as long as the work is satisfactory to both parties
3. Provide adequate supervision to insure student's adjustment to job responsibilities
4. Keep a record of time spent on the job
5. Confer with Pilot Career's staff regarding the student's performance and development



WHAT ARE EMPLOYER BENEFITS?

1. The school offers assistance in developing good employees.
2. The Pilot Careers counselors cooperate in developing good employees.
3. The student remains on the job during the training period and should not displace a regular worker.
4. The student may become a permanent, full time employee upon graduation from high school.
5. Tutoring is available to those students who would like help with school subjects.

HOW DOES IT OPERATE?

1. Each job is filled by a junior or senior student who is qualified by the O.E.O. guidelines.
2. Students must be registered and attending school.
3. Students' schedules can be arranged to meet work needs with work-release credit available.
4. The selection of student employees rests with the employer.
5. The wage is $1.60 per hour and students may work up to 39 hours a week during summer, and 15 hours a week during school.

THE STUDENT AGREES TO:

1. Attend work regularly
2. Notify the employer if ill
3. Stay on the job
4. Maintain satisfactory school grades and attendance
5. A regular evaluation by the school personnel and employer
6. Maintain appearance appropriate to the job

THE COLUMBUS AREA CHAMBER OF COMMERCE
[illegible]
COLUMBUS, OHIO 43216

July 9, 1971

AREA CODE 614
TELEPHONE 221-1321

TO: All Chamber Members/ Employers

FROM: John C. Flam, Chairman of the Board of Directors

COLUMBUS EMPLOYERS MAY PARTICIPATE IN NEW U. S. LABOR DEPARTMENT PROGRAM

The U.S. Department of Labor and National Alliance of Businessmen (NAB) chose Columbus as one of twelve cities to test a pilot project to motivate disadvantaged youth through a work-career Exploration and Training Program.

Columbus Area employers will have the service (as work-trainees) of young people who participate in a co-operative, year-round work training experience. Employers will have the opportunity to help train young people toward their particular industry. Compensation for the services of the young people can be handled through the Neighborhood Youth Corpd, thereby eliminating the need for the employers to establish a payroll item, withhold taxes, arrange compensation protection, etc.

NOT A "MAKE-WORK" PROGRAM

The thrust of the program is to expose young men and women to career opportunities. The Primary emphasis will be on training and work orientation. Close counselor contact will be provided between student/trainee and employer by Columbus Public School Counselors.

STUDENTS WILL BE PAID

Students will work from 3 to 6 weeks in the summer. During the school year, students will continue to work about 15 hours per week. The rate of pay will be $1.60 per hour during the life of the program, anticipated to be 50 weeks per student.

Employers will be responsible for a total of 19 weeks. It is suggested that employers make payments directly to the Neighborhood Youth Corps, so that the student is on the NYC payroll and not on the employer's payroll.

CRITERIA FOR PARTICIPATION

Students should be 16 years of age or older, entering the junior year of high school, classified as disadvantaged in terms of (1) family receiving public assistance or (2) low family income in terms of federal poverty criteria.

FOR ADDITIONAL INFORMATION

A reply card is enclosed which will produce direct contact with Mr. Roy Meloeny, Metropolitan Director of National Alliance of Bussinessmen, 85 Marconi Boulevard. Chamber Vice President John Henle has responsibility for staff involvement and support.

Columbus is fortunate to have been chosen for this pilot project. However, time is short. The program should be initiated by July 19. Mail the reply card promptly -- today -- and you will receive more detailed information promptly!

SCHOOLS' NEIGHBORHOOD YOUTH CORPS
Cleveland Public Schools / 10600 Quincy Avenue
Cleveland, Ohio 44106 - Telephone 229-3850
Paul W. Briggs, Superintendent

V.E.P.S.

Vocational Exploration of the Private Sector

What Is It:

1. A joining together of the public and private sector to provide a meaningful work experience for disadvantaged youth. Stress is given to raising educational attainment and improving enrollee's employability.

2. A program that is guided by the employer (private sector), Cleveland Public Schools, and Schools' Neighborhood Youth Corps.

3. A year around program (40 hours per week during the summer and 15 hours per week during school).

How Does It Operate:

1. A job developer using N.A.B. referrals will contact interested parties from business and industry to explain the program and determine their needs.

2. Youngsters are identified by school counselors and verified according to S.N.Y.C. guidelines.

3. Enrollees will be given an extensive (60 hours) orientation to evaluate their skills and prepare them for entering the job market.

4. A vocational counselor will then match students (according to interest and skills) with available jobs (according to requirements).

5. While on the job each student is paid the minimum wage with the federal government and the private sector sharing the cost.

6. The mechanics of payment is as follows:

   The employer will compensate the enrollee for the total hours worked. (40 hours in summer and 15 hours during the school term). The employer will then invoice the Schools' Neighborhood Youth Corps for its share (50%) of the wage.

WORK STATION DESCRIPTION

Company	Work Station	Position Title
Address		
Phone	Contact Person	

1. GENERAL JOB SUMMARY:
(Describe basic purpose of job and kind of supervision received.)

II. WORKED PERFORMED:
(List duties and responsibilities in detail.)

III. QUALIFICATIONS:

A. Education? Age Range & Sex Preferred?

B. Training & Experience?

C. Job Knowledge & Special skills necessary?

D. Professional affiliations, memberships, licenses/ and/or accrediations necessary?

____

____

E. Required period to be adequately trained?

____

____

IV. PHYSICAL DEMANDS:

Extent of:

	None	Occasional	Frequent	Constant
Walking?				
Sitting?				
LIfting?				
Climbing?				
Reaching?				
Standing?				

V. PUBLIC RELATIONS DEMAND:

Extent of public contact situations?

____

____

____
Signature Department Head

____
Date

CAREER EXPLORATION LETTER OF UNDERSTANDING BETWEEN NEIGHBORHOOD YOUTH CORPS AND PARTICIPATING COMPANY

Neighborhood Youth Corps hereby agrees to place _____ students with

______________________________ and provide the following:

1. Payment of $1.60 per hour to the student for each hour he spends with the employer and will carry student on their payroll and make all necessary deductions and payments of F.I.C.A., Unemployment Compensation, etc.

2. Workmans Compensation coverage for the student during his enrollment in the program.

3. Adequate counseling and services for the student to insure his adjustment to the work station.

____________________ (Date)

______________________________ (Authorized Signature of NYC Official

______________________________ hereby agrees to employ _____

students assigned by Neighborhood Youth Corps and also agrees to provide the following:

1. Meaningful work experience for the student for a period of one year. This should include an introduction to the various jobs and career opportunities within the organization.

2. A payment of $0.67 per hour for each hour the student spends on the job. This payment will be made to Neighborhood Youth Corps.

3. Adequate supervision of student by company personnel to insure his adjustment to job responsibilities.

4. Keep a record of time spent on the job by student and periodically report progress of the student worker to Neighborhood Youth Corps.

The company agrees not to discriminate on the basis of race, color or national origin, and certifies that none of the student workers will displace present employees.

The company agrees not to hire for full time employment the student enrollee until he graduates from high school.

The student trainee can be terminated at any time the company feels his progress and performance is not meeting minimum levels of acceptance.

(Date)

(Authorized Representative of Company)

111

VOCATIONAL EXPLORATION IN THE PRIVATE SECTOR (VEPS)

Columbus Neighborhood Youth Corps
Columbus Board of Education National Alliance of Businessmen

Cooperative Work Agreement

The following constitutes the establishment of a written agreement between the sponsor of the Columbus VEPS Program and the job training site.

I. The ______________________________(training site) will permit ______________________________(VEPS trainee) to enter his establishment for the purpose of gaining knowledge, skill development, work experience and vocational exploration in the above mentioned training site.

II. The course of training and vocational exploration constitutes a cooperative and correlated effort between the N.Y.C., the Board of Education and the job training site and is designed for on-the-job experience and directed study of related and technical information.

III. The VEPS trainee in the process of job exploration and training, will be given the opportunity to gain variable work experience in the above mentioned training site and will be allowed to progress as his proficiency permits.

IV. The trainee, while enrolled in this program, will not displace a regular worker now employed.

V. The enrollment of this VEPS trainee shall conform to all Federal, State, and local laws and regulations.

VI. The training site agrees to comply with the provisions of the Fair Labor Standards Act, and specifically to "occupations declared particularly hazardous for trainees incidental to their training." (Child Labor Bulletin 101, 197L)

VII. The VEPS counselor will visit training site to analyze and evaluate trainees' progress and adjustment, discuss training problems with the trainee and his supervisor and coordinate related class work in school with needs of trainee's actual work experience taken into consideration.

VIII. The training site supervisor, by showing just cause, has the right to terminate the trainee at any time that his progress or performance is not meeting minimum standards of acceptance.

It is recommended, however, that the VEPS counselor should be contacted prior to dismissal so that adequate counseling and adjustments might be made, where possible. All handling of complaints, adjustments or remediation will be the responsibility of the VEPS counselor.

IX. The training site supervisor agrees to allow trainee to participate in various programs designed to increase his employability and that this time will be charged to the 15-hour weekly commitment that trainee has to the VEPS Program.

X. The training site supervisor agrees to assist with the development of an employability plan for the trainee and will also give some guidance regarding specific skills that might be beneficial to enhance future employability of the trainee.

XI. The VEPS staff agrees to provide a trainee who will meet the needs of the training site for the duration of this current phase of the program which is scheduled to terminate on June 10, 1972.

XII. The Neighborhood Youth Corps office agrees to handle all matters relating to payroll, unless the training site desires to assume this responsibility.

XIII. The training site agrees not to hire the trainee full time prior to graduation from high school.

XIV. The training site agrees to provide the properly completed time sheets in order to assure that trainees will be adequately compensated.

XV. The training site agrees to cooperate with the Neighborhood Youth Corps in the renumeration of trainees enrolled in the program according to the projected hourly schedule listed below. Employee responsibility will not exceed hours indicated. Trainees will be paid the Federal minimum wage of $1.60 per hour and will work 15 hours each week.

	Weeks	N.Y.C.	Training Site	Total Hours
First Semester	19	15 ($360.)	4 ($ 96.)	285 ($456.)
Second Semester	19	10 ($240.)	9 ($216.)	285 ($456.)
TOTALS	38	25 ($600.)	13 ($312.)	570 ($912.)

XVII. This Cooperative Work Agreement has been read and is understood by the following:

Date ______________ Training Site Supervisor ______________

Date ______________ Neighborhood Youth Corps Director ______________

Date ______________ Board of Education Supervisor ______________

Date ______________ VEPS Trainee ______________

San Bernardino City Unified Schools
Guidance Services Department
Vocational Guidance and Placement Office

CAREER EXPLORATION AND WORK EXPERIENCE - PRIVATE SECTOR
COOPERATIVE WORK AGREEMENT

This pilot program for Neighborhood Youth Corp enrollees has been developed and is supported by the Department of Labor, Office of Education, Department of Health, Education and Welfare (H.E.W.), Human Resources Development and the National Alliance of Businessmen (NABS) in cooperation with the San Bernardino City Schools. It is designed to offer selected 16 year old 11th grade youth an opportunity for career exploration and work experience in an effort to develope and further their career interests as they are related to the student's educational program and the private business community.

Based on the above, the participating company and educational sponsor agree to the following:

Student:____

1. Training: Career exploration and work experience in the occupation of____________________will begin on____________________ and continue for 50 weeks with the students exploring at least three different jobs during this time.

2. Supervision:____________________will provide responsible supervision and consult with the counselor as often as necessary regarding problems etc, as well as complete a semi-monthly evaluation of the student and verification of hours worked. The school counselor will also provide regular supervision to unsure that the student's field of career exploration and work experience is consistent with his interests, educational and vocational plans.

3. Pay: The NYC(Neighborhood Youth Corps) program will cooperate with private employers in the renumeration of the students enrolled in the program accoring to the projected hourly schedule below. Employee responsibility will not exceed hours indicated. NYC will pay enrollees the Federal minimum wage of $1.60 per hour while the employer will pay the State minimum wage of $1.65 per hour. Students will be covered by Workmen's Compensation as part of the program. The student must not be considered for full time employment until he has graduated from high school.

	PERIOD	HOURS PER WK.	PAY NYC (1.60 per hr.)	EMPLOYER (1.65 per hr.)	TOTAL HOURS
I	Summer	39	234 hrs.	160 hrs.	394
II	1st Sem.	15	150 hrs.	75 hrs.	225
III	2nd Sem.	15	150 hrs.	75 hrs.	225

4. Insurance: The student is not an employee of the participating company so only workmen's compensation is necessary and this is provided throught the San Bernardino County Schools Office. Students will be required to have work permits.

5. Legislation: Participating businesses will comply with the rements of the Fair Labor Standards Act and pertinent state and local laws regarding the training and employment of youth.

6. School Credit: Students will earn credit as part of the districts and state approved Work Experience Education Program.

7. Miscellaneous: The student's counselor will contact the participating company to further discuss details of the program and help prepare an outline of the student's career exploration and work experience activities. This outline will be attached to the agreement when completed.

Participating Business

Address

Phone Date

Educational Sponsor

Address

Phone Date

VEPS

STUDENT AGREEMENT FORM

As a member of the VEPS Program I agree to all of the following:

1. To maintain at least a passing grade in my school courses.
2. To work to the best of my ability in school and on-the-job.
3. To abide by the basic procedures governing this program as set up by the Flint Board of Education and my employer.
4. To consult my counselors on a regular basis as determined by myself and my employer.
5. I will not seek employment from any employer participating in this program until graduation from high school, or until offered a work assignment by either the VEPS sponsor, or N.A.B. (National Alliance of Businesses).

I understand if I do not abide by the above agreement that I may be dismissed from the VEPS Program.

____
Signature of VEPS participant

____
Signature of Parent or Guardian

____
Signature of VEPS Director

SCHOOLS' NEIGHBORHOOD YOUTH CORPS
Cleveland Public Schools / 10600 Quincy Avenue
Cleveland, Ohio 44106 - Telephone 229-3850
Paul W. Briggs, Superintendent

SNYC-OWE-VEPS
STUDENT-PARENT AGREEMENT

STUDENT:

The success of students in the SNYC-OWE-VEPS Program is dependent upon your desire to accept the responsibilities of school, community and work. This implies that the following points are manadatory requirements and would be agreed to.

If you do not wish to accept the challenge of the following regulations, do not sign this agreement.

As a condition for acceptance into the SNYC-OWE-VEPS Program, I agree:

1. To be in school and at work every day and on time unless prevented by actual sickness, or excused by the coordinator.
2. To telephone the school by 8:30 A.M. and report to my employer immediately if I am confined, due to illness.
3. To work and act in a manner that will be a credit to my school and the program.
4. To immediately notify the coordinator on any school or work problems and accept his assistance and any work readjustments he might make.
5. To fully realize that I must perform satisfactorily for the entire school year or lose my credit in the program.
6. To have good personal hygiene, be neatly dressed and have my hair orderly as the employer or coordinator directs.
7. To understand I may be dropped from the program if I cut a class, lie, cheat, steal, or possibly if I fail a subject.
8. Not to hold a job other than the job approved by the coordinator.
9. To leave school promptly when I am dismissed for work, and not loiter around the school building without permission from the coordinator.

10. To put 20% of each pay check in a savings account and to make NO withdrawals without permission of my coordinator.

11. To accept the responsibility for transportation to and from my job.

12. To notify the coordinator immediately if I am dismissed for any reason and to abide by his suggestions concerning school and/or re-employment.

13. To participate in the annual city-wide O.W.E. Employer's Appreciation Luncheon. Each SNYC-OWE-VEPS student is expected to invite his/her employer or company representative to the annual banquet in appreciation for guidance and training.

Student Signature

Date

PARENTS:

We understand and agree with the aims, rules and activities of the SNYC-OWE-VEPS Program as proposed by the Cleveland Public Schools. We will cooperate with the school to accomplish these aims.

We therefore, give our permission for ______________________________ to be enrolled in the SNYC-OWE-VEPS Program.

Parent's or Guardian's Signature

Date

SCHOOLS' NEIGHBORHOOD YOUTH CORPS
Cleveland Public Schools / 10600 Quincy Avenue
Cleveland, Ohio 44106 - Telephone 229-3850
Paul W. Briggs, Superintendent

Dear Parent:

The Schools' Neighborhood Youth Corps under the direction of the Cleveland Public Schools is mounting a new program. V.E.P.S. or Vocational Exploration of the Private Sector is a year around program in which junior or senior students will be employed, full time (40 hours) during the summer, and part time (15 hours) during the school year, in various business and industries throughout Greater Cleveland. This program offers more than an opportunity to work. During the school year the student will be placed in a special S.N.Y.C. - O.W.E. - V.E.P.S. curriculum. Academic credit, which can be used towards graduation, will be given for each student's work experience. In addition, the students will be given extensive vocational counseling and career exploration. It is hoped that as a result of this approach, the trainee will have the following opportunities:

1. To strengthen the student's knowledge of the world of work.
2. To increase the student's desire to finish school, to enter the world of work or go on to college.
3. To provide the tools through training to enable the student to become a productive employee.
4. To improve the chances of students graduating from school by providing credit for the program which will be applied to school credits towards graduation.
5. To enable the student to/be more employable following graduation.

There is a possibility that following graduation an enrollee would be offered full time employment. This, of course, depends upon the work record that is compiled during the training period. Regular attendance at the job is imperative. When absence is unavoidable, a telephone call must be made to both the employer and the coordinator. Being on time is also essential. In addition, the trainee must show initiative--seeking work rather than always waiting to be told what to do next.

A coordinator will work along with each student to see that success is achieved. This in itself, however, is not enough. As a parent your support and guidance may have boundless effect upon the final result. With all members of the team pulling together (students, parents, and coordinator), a rewarding, successful experience should result.

Sincerely,

A MESSAGE
TO PITTSBURGH PUBLIC SCHOOL STUDENTS AND THEIR PARENTS

FROM

PITTSBURGH PUBLIC SCHOOLS

Division of
Occupational, Vocational and Technical Education
Neighborhood Youth Corps

Jerry C. Olson
Assistant Superintendent,
System-wide Programs and Services

R.G. Lamping, Director
Occupational, Vocational
and Technical Education

Carl Redwood
Associate Director - NYC

682-1700

Louis J. Kishkunas
Superintendent

AND

THE NATIONAL ALLIANCE OF BUSINESSMEN

Mr. Charles H. Moore, United States Steel
Metropolitan Director (NAB)

STUDENTS AND PARENTS:

May we of the Pittsburgh Public Schools' Neighborhood Youth Corps share with you a most exciting, new program. Not just another "stay in school program," but additionally becoming involved in skill training, a job, and financial reward. Most of all let's not waste any time, there should be a job for all somewhere--let's find it.

Let us assist you in locating jobs and provide supportive activity as you assume a role in business and industry.

The student's interest and what he can do is where we will start--where we end is up to you.

THE PROGRAM

The program is a counseling-centered, vocational education plan of action designed to provide a half-day "on the job" training position in industry while the student/trainee concurrently attends school half-day and remediation courses constructed to satisfy his vocational training needs as outlined by his employer and a team of school professionals.

ROLE OF PITTSBURGH PUBLIC SCHOOLS NYC

COUNSELING

The Pittsburgh Public Schools' Neighborhood Youth Corps will identify interested inner-city youth, 16 years of age or over. After program participation and acceptance has been elicited from students and parents, intensive pre-vocational counseling will be provided to support the student in assuming the role of a business/industrial trainee. Counseling will also assist the student/trainee to crystalize his thinking as to vocational opportunities and preferences.

REMEDIATION

Teacher/Coordinators will provide learning counseling remediation responsive to particular vocational training needs as identified by the participating employers. In addition the Teacher/Coordinators will be continually available to work with students and employers should help be required.

ROLE OF NATIONAL ALLIANCE OF BUSINESSMEN

The National Alliance of Businessmen has assumed responsibility for presenting the program concepts and procedures to Pittsburgh business concerns and with cooperation of participating companies with training potential.

ROLE OF BUSINESS/ INDUSTRY

Participating companies will be requested to provide training positions for participating youth and a written outline of training information to be covered.

TIME SCHEDULE

Students will reach a state of preparedness for vocational training at different times in the program. It is planned that students will be in training positions in business/industry soon as possible. As school begins in September, schedules will be adjusted so that the trainee may complete required school work (half-day), remediation, supportive vocational counseling and adequate time in his training position.

STUDENT PAY

Students will be reimbursed by NYC and at entry level rates of participating companies according to a prescribed time schedule which will be described by a NAB representative.

CAREER EXPLORATION PROGRAM
HAVERHILL HIGH SCHOOL
HAVERHILL, MASS.

Dear Parent:

A Career Exploration Program is being established on an experimental basis beginning July 6, 1971, and continuing through the academic school year 1971-2. This program is designed for many reasons: to introduce students to the world of work, to inspire them to recognize their latent talents, to develop skills saleable to commerce and industry, to provide them with a more meaningful and relevant education, and encourage their pursuing education upon high school graduation.

Some of the more apparent benefits are: the student can earn and learn in an area in which one has indicated an interest this program may become part of a regular curriculm offering academic credit toward the student's diploma and the student will be under the supervision and jurisdiction of school authorities.

The student's welfare and best interests will be the prime concern at all times.

Sincerely yours,

Pasquale A. Emiro
Coordinator
July 1, 1971

CAREER EXPLORATION PROGRAM
HAVERHILL HIGH SCHOOL
HAVERHILL , MASS.

PARENTS AUTHORIZATION

Permission is hereby given ______________________________
Name of Student

______________________________ to participate in the Career
Address

Exploration Program conducted by Haverhill High School

beginning july 6, 1971

____
Signature of Parent

____
Date

ENROLLEE PROGRESS PROGRAM SUMMARY

CHECK LIST	Date Completed
Preliminary Application . . .	________
Back-Up Form . .	________
Enrollment NYC-15	________
W-2 Form . . .	________
Work Permit . . .	________
Soc.Sec.No. . . .	________
Phys. Exam. . . .	________
Test Results . . .	________
Orientation . . .	________
Civil Rights . . .	________
Grievance Procedure . . .	________
Enrollee Handbook .	________
Payroll Info . . .	________
Job Spec. Sheet . .	________
Enrollee Initial Progress Report . .	________
Enrollee Final Progress Report . .	________
Exit Interview . .	________
EPPS	________
Termination MA-102	________

INDICATE SPECIAL & SUPPORTIVE SERVICES NEEDED:	SERVICES FULFILLED:
______ A. Remediation	________
______ B. Special Tutoring in: (________)	________ ________
______ C. Health	________
______ D. Legal	________
______ E. Family	________
______ F. Psychological	________
______ G. Transportation	________
______ H. Child Care	________
______ I. Personal Characteristics	________
______ J. Individual Counseling in: (________)	________ ________
______ K. Speech Training	________
______ L. Speech Therapy	________

RATING CODE:

1 -	Outstanding
2 -	Above Average
3 -	Average
4 -	Below Average
5 -	Not Observed
6 -	Not Applicable

	INITIAL ASSESSMENT	FINAL ASSESSMENT	
	CODE NO.	CODE NO.	REMARKS
Ability to follow instructions	______	______	________
Appearance	______	______	________
Attitude toward work	______	______	________
Attendance & punctuality	______	______	________
Cooperation	______	______	________
Interpersonal relations	______	______	________
Dependability	______	______	________
Expense conscious(material & equip.)	______	______	________
Skills	______	______	________
Observance of rules	______	______	________
Quality of work	______	______	________
Housekeeping (wk. area)	______	______	________
Overall work evaluation of enrollee	______	______	________

ENROLLEE:

(Last Name)

(First)

(Middle)

(Date Enrolled)

(Date Terminated)

(Age)

(School Year)

1. TENTATIVE GOAL(S) (to improve on any areas that are negative in initial assessment or other appropriate areas)

A.

B.

C.

D.

2. CAREER GOAL (What enrollee plans to be?)

3. EDUCATIONAL PLAN (Here is how enrollee plans to reach his goal.)

A.

B.

C.

D.

4. MODIFICATION (Have changes occurred in enrollee's career goal and educational plan?)

Items 1 through 4 are the goals set by the enrollee with minimal guidance from counselo or staff person. If during the program the enrollee changes plans, state his new goal.

5.

TESTS GIVEN	PURPOSE	RESULTS (scoring)

PROGNOSIS: (Action to be taken)

RECORD - JOB EVALUATION

Month	Attendance		Performance		Promptness		Days Absent		Hours Worked	
	'7	'7	'7	'7	'7	'7				
Sept.										
Oct.										
Nov.										
Dec.										
Jan.										
Feb.										
Mar.										
April										
May										
June										
July										
Aug.										

Rating Scale

1-Outstanding
2-Above Average
3-Average
4-Below Average

Comment overall evaluation

____
____
____

Reason for termination:

____
____
____

NYC - JOB ASSIGNMENT

Date	Job Title	Supervisor	Site

List any previous programs

Date	Program

List any previous work experience

Date	Job	Pay	Reason for leaving

COUNSELING LOG

DATE	PURPOSE	REMARKS	FOLLOW-UP/ ACTION TAKEN

Cultural Activities/Field Trips

DATE	ACTIVITY	HOURS

SITE VISITS

DATE	REMARKS

FLINT COMMUNITY SCHOOLS
NEIGHBORHOOD YOUTH CORPS - VEPS

Full Legal Name ______________________________
(do not use nickname)

Work Station ____________________ School ______________

DATE	TIME		TOTAL HOURS WORKED	PAY SCALE	ATTENDANCE	ASSIGNMENT
	Started	Finished				
TOTALS						

SUPERVISOR OF NEIGHBORHOOD YOUTH CORPS - VEPS ENROLLEES:

No time sheet will be accepted if the time sheet is not filled out in ink, if each day of the week is not indicated--including days absent, if ditto marks are used, and if the time sheet is not signed by each individual below. Please indicate the num-er of hours you have spent supervising the Neighborhood Youth Corps enrollee working under your direction during the period covered by this time sheet: _______.

____
Signature of Immediate Supervisor

____
Signature of NYC-VEPS Coordinator

____
Signature of NYC-VEPS Enrollee

NEIGHBORHOOD YOUTH CORPS
PILOT CAREERS PROGRAM TIME SHEET
2033 South State Street
Salt Lake City, Utah 84115

MONTH__________ YEAR__________

NAME ______________________ TYPE OF WORK ASSIGNMENT ______________________

NAME OF PRIVATE BUSINESS ______________________ NAME OF SCHOOL ATTENDING ______________________

PAY PERIODS:
1st to 15th, 16th to 31st

TIME SHEET PICK-UP 1st & 6th
UNLESS OTHERWISE NOTIFIED.

Day of Month								SUB-TOTAL
Day of Week	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
Enrollee Hrs. Worked								

Day of Month								SUB-TOTAL
Day of Week	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
Enrollee Hrs. Worked								

Day of Month								SUB-TOTAL
Day of Week	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	
Enrollee Hrs. Worked								

TOTAL ☐

I certify that this information is correct:

____
Signature of NYC Enrollee as above

______________________ ______________________
Signature of Immediate Supervisor Title

FOR OFFICE RECORDS ONLY:
Hrs. Worked________ Rate/Hour______ Wages______

Total Time Sheets
Enclosed__________
Hrs. Worked__________
= __________

BUFFALO PUBLIC SCHOOLS
Buffalo, New York

WORK-TRAINING PROGRAM
Neighborhood Youth Corps

TRAINING REPORT

Name of Trainee .... Employing Agency ....

Job Title .... School ....

Please return to .... Coordinator

	Poor		Fair		Good		Very Good		Excellent	
A. Overall attitude	1	2	3	4	5	6	7	8	9	10
B. Promptness	1	2	3	4	5	6	7	8	9	10
C. Attendance	1	2	3	4	5	6	7	8	9	10
D. Relationship with supervisors	1	2	3	4	5	6	7	8	9	10
E. Relationship with others	1	2	3	4	5	6	7	8	9	10
F. Personal Appearance	1	2	3	4	5	6	7	8	9	10
G. Follows Rules	1	2	3	4	5	6	7	8	9	10
H. Ability to learn	1	2	3	4	5	6	7	8	9	10
I. Quality of Work	1	2	3	4	5	6	7	8	9	10
J. Quantity of Work	1	2	3	4	5	6	7	8	9	10

(Please circle)

1. Has the enrollee received any counseling from the supervisor on the job.. ( ) Yes ( ) No
2. Do you feel counseling by the coordinator would improve enrollees work and attitude? ( ) Yes ( ) No

   Specific suggestions ....

3. Since being employed, the enrollee's work attitude has: Improved Remained the same Deteriorated
4. If you could, would you keep the enrollee on the job after he leaves the program? ( ) Yes ( ) No
5. If asked, would you give the enrollee a favorable reference for another job? ( ) Yes ( ) No
6. Number of hours of supervision ....
7. Cost per hour ....
8. Total supervisory costs ....

Please add any comments concerning the enrollee or this program.

Month ending date .... Signature of Supervisor ....

C-32

FLINT BOARD OF EDUCATION
NEIGHBORHOOD YOUTH CORPS - VEPS
EVALUATION SHEET

Date ____________

Student's Name ______________________ School Attending ____________

Work Station ______________________ Address ____________

Supervisor's Name ______________________ Phone No. ____________

JOB PERFORMANCE	Excellent	Good	Acceptable	Poor
1. Punctuality				
2. Regular Daily Attendance				
3. Ability to Follow Instructions				
4. Quality of Work				
5 Judgement				
6 Ability to Work with Others				

ATTITUDES ON THE JOB	Excellent	Good	Acceptable	Poor
1. Interest in Work				
2. Courtesy				
3. Ability to Accept Criticism				
4. Cooperation with Company Rules				

PERSONAL APPEARANCE	Excellent	Good	Acceptable	Poor
1. Appropriate Dress				
2 Cleanliness				

OTHER COMMENTS: ______________________________

Supervisor's Signature ____________

Counselor's Signature ____________

Enrollee's Signature ____________

WHC:jw
07-21-71

C-33

PILOT CAREERS PROGRAM

ENROLLEE PROGRESS REPORT

Name of Enrollee____Date___________

Host Agency____

Please place an X in the appropriate column:

	Excellent	Improved	Satisfactory	Poor	Deteriorating
Punctuality					
Dependable					
Attitude					
Cooperative (works well with others)					
Ambitious (willing to work)					
Personal appearance					
Eagerness to learn					
Willingness to accept responsibility					
Initiative					
Capable of accepting criticism					
Desire to make good					
General conduct on the job					

Additional comments:

____

____

____

____

Signature of person preparing report___________________________________

Title____

COLUMBUS PUBLIC SCHOOLS

Vocational Career Exploration

This certifies that the

is cooperating with the

- Columbus Public Schools
- National Alliance of Business Men
- Neighborhood Youth Corps

in providing on the job experience for:

Issued ______________, *for the School Year* _____.

John Ellis
Superintendent, Columbus Public Schools

Roy J. Maloney
Director, Columbus Metro National Alliance of Business Men

Director, Neighborhood Youth Corps

M. E. SENSENBRENNER
MAYOR

JAMES J. HUGHES, JR.
DEPARTMENT OF PUBLIC SAFETY

CITY OF COLUMBUS
OHIO
NEIGHBORHOOD YOUTH CORPS
293 EAST LONG STREET
COLUMBUS, OHIO

BERT W. KORTE
ADMINISTRATOR

JOYCE A. MERRYMAN
ASS'T ADMINISTRATOR

I would like to take this belated opportunity to personally thank you for participating in the Vocational Exploration in the Private Sector Program (VEPS). Perhaps you are aware that this joint effort between the Columbus Neighborhood Youth Corps, Columbus Board of Education and the National Alliance of Businessmen is only one of eight remaining programs in our country. We are very encouraged by the results that we have been receiving and look forward to the continued expansion of this most logical approach to the problems with which disadvantaged youngsters are confronted in the world of work.

At the time you were initially approached as to your willingness to participate in this new concept, you were informed that a financial commitment on your behalf was necessary. The statement which is enclosed will reflect your contribution for involvement in the Summer phase of the VEPS program. Within the next month, you will receive another statement that will cover the current semester of operation.

Should you have any questions regarding this billing, you may call me at 461-7455 or talk with Mrs. Emma Bozymski at the same number. Again, let me thank you for your involvement in this program, because without individuals such as yourself, this program could not be successful.

Sincerely,

Bert W. Korte
Project Director

BWK/eb

Enclosure

SUPERINTENDENT OF SCHOOLS
John Ellis

Columbus Public Schools

Deputy Superintendent
C. L. Dumaree

ADMINISTRATIVE OFFICES
270 East State Street
Columbus, Ohio 43215
Area Code 614 228-3821

Assistant Superintenden
J. L. Davis, *Special S*
L. W. Heber, *Instruct*
F. T. Rudy, *Business*
J. S. Wade, *Personnel*

October 27, 1971

SAMPLE

Mr. Al Woodall
Director of Personnel
Lazarus Department Store
South High and West Town Streets
Columbus, Ohio 43215

Dear Mr. Woodall:

At a recent meeting with our Child Study Department staff I was advised of your participation in the Vocational Exploration Private Sector Project. Your cooperative effort in this project provides an excellent opportunity for these high school students to obtain meaningful experiences in the real "World of Work."

You and your associates are to be commended for providing this valuable learning experience for these students. By combining the efforts of the school and the business community it is my sincere belief that we can provide a valuable opportunity for many students to become better prepared to assume a more rewarding and productive role in our society.

On behalf of Joyce Aekins, Karen Bell, and Brenda Steele I want to express my thanks for your participation in this project.

Sincerely yours,

John Ellis
Superintendent of Schools

JE/mjb

[illegible] of Schools

OFFICE OF COUNTY
SUPERINTENDENT OF SCHO
Hall of Records — 172 W. [illegible]
SAN BERNARDINO, CALIFORNIA
Phone TUrner 9-0111

INTER-OFFICE MEMO

DATE: Sept. 14, 1972

FROM: Vernon Crear, NYC Director

TO: NYC and Work Experience Coordinators

SUBJECT: NYC, CEWEP and VEPS Career Guidance Units

As you all know by now, we are anticipating a reduction in NYC funding for the present school year. In an effort to forestall this reduction or at least keep it at a minimum we are asking you to develop programs like VEPS and CEWEP in which the employer pays a proportion of enrollee wages. Programs of this nature in the conservation and ecology fields are strongly encouraged.

An important ingredient of any program whether it be NYC, CEWEP or VEPS is the mandatory minimum number of hours the enrollee will be engaged in structured career guidance activities. Such a guidance service along with more realistic job sites will greatly improve the overall NYC program.

Following are suggested formats, topics and materials for the 12 hour NYC guidance unit, the 30 hour CEWEP unit and the 45 hour VEPS guidance unit. These are minimum and application and sequence should depend upon individual needs and awareness and the provisions of your particular program.

Do not feel that these guidance activities will create a prohibitive time problem for you. VEPS job developers and other staff members will use their time and career guidance materials, including the Mobile Van, to offer these career guidance services. All guidance activities must be documented and kept in the enrollee folder ready for evaluation at any time.

Following is a list of suggested topics for the 12, 30 and 45 hour career guidance units. Each topic or service is placed in numerical order only, as this allows the counselor to determine his priority and the length of each unit.

12 HOUR NYC GUIDANCE UNIT

	LEARNING OBJECTIVES	IMPLEMENTATION	MATERIALS
1.	Enrollees and Counselors meet as a group to get acquainted and develop an understanding of the program.	Enrollees meet with counselor for program orientation.	VEPS slide presentation Distribute pamphlets
2.	Enrollees learn the function of the guidance unit including contents and application.	Complete career questionnaire re: knowledge and experience of the world of work.	Career questionnaire re: enroll experience in occupational aware
3.	Enrollees develop a career or job awareness and how this effects their future.	Work in groups of not more than 10 using a group process. Allow for enrollee interaction.	Slide presentation on "Jobs in t 70's".
4.	Enrollees learn the importance of career decisions by choice rather than chance.	Students begin decision making chart. Discussion groups are formed.	Career Decisions & Facing Facts about preparing for your Future.
5.	Enrollees develop an understanding of interests, abilities & values and how these are related to informed and integrated career decisions.	Overhead presentation to the groups. Discussion	Overheads from S.B. County "You and Your First Job" Film - "What's Your Bag"
6.	Students gain awareness of their interests & self assessment and relate these to career clusters.	Administration of inventories, surveys or self assessment structures to help identify interests, aptitudes & values.	GATB GEIST OVIS COPS SAAS Forer Occup. Survey JOB-O
7.	Students learn results of inventories through group interpretation.	Group interpretation of results. Individual counseling follows.	Overhead materials Survey inserts
8.	Enrollee exploration of career cluster information and its application.	Students explore career information through various sources.	VIEW, SRA Occup. Information Kit Finney Guidance series, Largo et

NYC GUIDANCE UNIT CONT.

	LEARNING OBJECTIVES	IMPLEMENTATION	MATERIALS
9.	Students learn how to complete job applications & job resumes.	Have each student complete his own resume & application.	S.B. Co. Schools job application booklet, "How To Do It". Helen Edwards resume.
10.	How to conduct a job interview.	Show films or filmstrips & conduct mock interviews.	Films or filmstrips on job interview. Printed Material.
11.	Enrollees learn how to find & keep a job. Learn which enrollees are in need of remedial help.	Filmstrip shown along with printed material. Guest lecturer. Tutors are available to assist enrollees.	"How to Find the Right Job" Filmstrips - Remedial materials Tutors.
12.	Learn the importance of positive job attitudes. Why people lose their jobs & what employers expect.	Present filmstrips & guest lecturers to the group. Role playing	Filmstrip on job attitudes. Printed material "A Job For You"

All materials whether used in a 12, 30 or 45 hour presentation, should be designed to aid the student in developing an understanding of himself and his potentialities in relation to the process of career choice. The program should also be geared towards academic, occupation and social decision making, all of which gives him a better opportunity and more alternatives for an adjustive life style.

If you are conducting a CEWEP or a VEPS program, you can spend much more time elaborating on the 12 basic career guidance services in the 12 hour NYC guidance unit or you might want to incorporate some of the following topics depending on the individual enrollee and his degree of occupational readiness.

CEWEP - VEPS CAREER GUIDANCE UNIT

	LEARNING OBJECTIVES	IMPLEMENTATION	MATERIALS
13.	Student identification of need for tutorial reading assistance.	Administer reading level test to those whom you feel might be reading below their capability.	Slossen Read. Test Individual counseling.
14.	Development of parental awareness of siblings work program.	Conference between the counselor & parents of each enrollee for purpose of orientation & understanding.	
15.	Enrollees learn how to get along on the job.	Talk with parents & peers. Hold rap sessions. Filmstrips.	Filmstrips - job attitudes
16.	To learn about: The ability to learn Their ability to follow directions Loyalty Dependability Honesty Cooperation Initiative Self-criticism Enthusiasm Tolerance Self-discipline Perserverance	Individual counseling as well as paper exercises, rap sessions, visits to industry. Work Values Inventory & filmstrips on job attitudes. Role playing	Transparencies Work Values Inventory Filmstrips on job attitudes Printed material
17.	Enhance enrollee understanding of the value of work, worker traits & personal effectiveness.	Individual & group counseling. Outside resource speaker from business. Films, Administration of surveys.	Films on personality & motivation.

CEWEP - VEPS CAREER GUIDANCE UNIT

	LEARNING OBJECTIVES	IMPLEMENTATION	MATERIALS
18.	Again expose the student to career planning & how individual interests and aptitudes in relation to career information, effect this planning.	Students use materials in career guidance center. Individual counseling selection of career cluster discussion. Outside speakers. Students write for occupational information.	SRA Widening Occupational Roles SRA Job Exp. Kit SRA Career file Largo Career Kit VIEW Occup. Outlook Handbook Films Various literature Finney D.O.T. CAREER GAMES
19.	Definition of job information for the mentally retarded, physically handicapped or aurally handicapped.	Individual & small group counseling. Printed material.	Occup. awareness material for mentally retarded, physically handicapped, aurally handicapped.
20.	Career decision making & assessing individual potential.	Group interaction as to steps in career decision making, options available & how to reach them. Constructive criticism from peers is stressed.	Career decision making chart.
21.	Information on job problems & job adjustment in relation to job satisfaction.	Filmstrips used in group presentations. Discussion & rap sessions.	Filmstrips on job problems.
22.	Students learn about job related problems of former enrollees.	Former students share their problems with the enrollees. Discussion	
23.	Determination of students aptitudes in relation to results of interest inventory.	Administration of aptitude test. Group	Occup. aptitude test.
24.	Enrollees learn local job information.	Local employers are called in as guest speakers. Printed material.	VIEW Guest speakers.
25.	Students are exposed to industry & jobs.	Field trips are arranged to local industrial site.	

[illegible] appreciation to the following employers of the [illegible] Student-Trainees:

Catholic Cemeteries Association
Center Builders Supply & Lumber Company
Diamond Carbon Company
Dickson Brothers Cleaners
Dottie's Market
Ghafoor Realty
Herron Centre Drugs
Holmes Cleaners
Home for Crippled Children
Homewood-Brushton Neighborhood Health Center, Inc.
Jewish Home for the Aged
KQV Radio Station
Lavelle Real Estate, Inc.
Macedonia Baptist Church
Marianne Ladies Apparel
McGriff's Sunoco Station
National Record Mart
New Benin Art Gallery
Olympic Sport Center, Inc.
Pioneer Bakery
Pryor Furs, Inc.
Royal Bedding Company
St. Francis Hospital
Selma Burke Art Center
Third World Gift Shop
United Black Front Inc.
Vanity Cleaners
WAMO Radio Station

You are cordially invited to a

Luncheon-Workshop

on

Friday, November 19, 1971 -- 11:30 A.M.

Fifth Avenue High School Library

NYC/VEPS Project
Neighborhood Youth Corps
Vocational Exploration in the Private Sector
Pittsburgh Public Schools

PROGRAM

Greeting . . . . . Mr. Edward D. Ray
Principal, Fifth Ave. High School

Invocation . . . . . Rev. C. Leroy Hacker
Director Auxiliary Programs
Community Action Pittsburgh

LUNCHEON TO BE SERVED

Opening Comments . . . . . Dorothy K. Williams
Teacher/Coordinator, VEPS

Toastmaster . . . . . Fred A. Monaco
Counselor/Coordinator, VEPS

Introduction of Special Guest . . . . .

Carl E. Redwood
Associate Director
Neighborhood Youth Corps

Introduction of Keynote Speakers . . .

Theme - "Job Success"

John D. Gibbs - Vice President and General Manager
KQV Radio Station

Robert Lavelle - Realtor, Community/Business Leader

Frank Fisher - General Manager
National Record Mart, Inc.

William Reed - Personnel Department
U. S. Steel Corporation

Discussion Period

Comments . . . . . Carl E. Redwood

APPENDIX D. BIBLIOGRAPHY OF VOCATIONAL EXPLORATION RESOURCE MATERIALS

The material contained in this appendix is divided into seven sub-sections: Books, Directories & Bibliographies, Films & Filmstrips, Vocational Guidance Kits, Assocations, Tests and Audio-Visual Equipment. The listings are not an exhaustive compilation of available materials, but the majority of those included have been used as resource materials in one or more participating cities. Additional sources of information include the school work experience counselors and staff at the State Employment Service offices.

I. Books

After High School What? Nashville: R.L. Polk & Co., 1971.

Alex, Charles. How to Beat Personality Tests. Arc Books. ($1.45)

Amos, W. and Jean Grambs. Counseling Disadvantaged Youth. Prentice-Hall, 1968. ($7.95)

Atherton, Jos. Chr. and Anthoriy Maumphrey, Essential Aspects of Career Planning and Development, Printers and Pub.

Baer and Roeber . Occupational Information. ($8.00)

Banta, Trudy W. and Patricia Marshale "Bringing Schools and Industry Together", Manpower. Vol. 2, pp. 24-41 (June 1970).

Biegeleisen, Jacob. Job Resumes: How to Write Them, How to Present Them. Grosset and Dunlop. ($1.95)

Bloomberg and Wm. Klein, Washington, D.C. Inst. for Youth Studies, Howard University, April 1965.

Book, Ken. Jobs & How to Get Them. ($2.50)

Brown, Duane. Students' Voc. Choices: a review and critque. Hought Miff., 1970, Bibliography p. 69-77.

Buckheimer, A. The Counseling Relationship. ($5.80)

Burchill. Work Study Progress Alienated Youth. ($5.80)

Butler, E. A. How to Move In and Up. Macmillan, 1970. ($5.95)

Casewit, C. *How to Get a Job Overseas*. Arc Books. ($1.45)

Chicago Urban League. Jobs Now, A Project to Find Employment for 3,000 Young Men & Women, Provide a Unified Approach to Employment of the Disadvantaged & to Operate a Seminar Center for Personnel Involved in the Recruiting, Training & Employment. Status Report, No. 3. Chicago, Ill: Chicago Urban League, Chicago YMCA & Ill. State Employment Service, May, 1967. 105 pp. (ED 016 125 MF $0.65 HC $6.58)

Chick, Joyce M., *Innovations in the Use of Career Information*. Houghton Mifflin (1970).

Crites, John. *Vocational Psychology*. McGraw-Hill. ($13.50)

Davis, S., *A Definitive Study of Your Future in Computer Programing*, N.Y. Richards Rosen Press, 1969.

Denham, Wm. H., Wlater L. Walker, and Joseph H. Gross. Washington, D.C., *Institute for Youth Studies*, Howard, April 1965.

Detroit Pub. Schools, Department of Placement. The Job Upgrading Program; manual of procedure Detroit, Board of Education of City of Detroit, 1962.

Dubnick, Phyllis. *A Job for You*. Austin, Texas: Steck-Vaughn Company, 1967.

Ellis, Everett L., *Education in Wood Science & Technology*, (Madison, Wis.: Society of Wood Science & Technology, 1964).

Eric, Vocational Education for the Urban Disadvantaged and Information Series No. 50 VT 013 761, Eric Clearinghouse or Vocational & Technical Ed., Ohio State University, November 1971.

Eric, What Vo-Ed Teachers & Counselors Should Know About Urban Disadvantaged Youth, Eric, Info Series No. 46. VT 013 543, U.S. Gov't. Party Off., Washington, D.C. $.35

Facing Facts About Preparing for Your Future--A Guide for High School Students, Counselors and Parents. Prudential Insurance Company of American, Box 36, Newark, N.J. (free)

Feingold, N.S. and S. Swerdloff. Occupations and Careers. McGraw-Hill, 1969. ($6.00)

Felsenfeld. *Washington, D.C.: Institute for Youth Services*, Howard University January 1966.

Ferman, Louis A. Operation Retrieved. Disadvantaged Youth: Problems of Job Placement, Job Creation, and Job Development. Ann Arbor, Michigan: University of Michigan, 1967. (ED 033 211 MF $0.65 HC $3.29)

Fine, S.A. *Guidelines for the Design of New Careers*. Kalamazoo, Michigan (300 South Westnedge Avenue): W.E. Upjohn Institute for Employment Research, 1967.

Fine, S.A. "The Things-Data-People Vocational Counseling Interview." Paper presented at the meeting of the American Vocational Association, Dallas, December 1968.

Fishman, Jacob R., William Klein, Beryce MacLennan, Lonnie Mitchell, Arthur Pearl, and Walter Walker. Training for New Careers, Washington, D.C.: Institute for Youth Studies, Howard University, June 1965.

Fishman and Beryce W. MacLennan, Job Description for Community Aides. Washington, D.C.: Institute for Youth Studies, Howard University, 1965.

Fountain, M.C. "What is an Education Worth? A Dollar-and-Sense Evaluation." Occupational Outlook Quarterly, Vol. 12, 1968, pp. 26-28.

Fraenkel, William A. How to Get A Job: A Handy Guide for Jobseekers. The President's Committee on Employment of the Handicapped, Washington, D.C.

Friedman, Sande and Lois Swartz. No Experience Necessary. Dell Publishers.

General Motors. Can I Get the Job? Detroit: General Motors, 1967.

Ginzberg, Eli. Career Guidance: Who Needs It, Who Provides It, Who Can Improve It?

Glasser, W. Schools Without Failure. Harper-Row, 1969. ($4.95)

Goldenson, D. and P. Sandman. Unabashed Career Guide. Macmillan. ($1.95)

Goldenthol, Allan B. Teenage Employment Guide. World Trade. ($2.95)

Gribbons, W.D., & Lohnes. P.R. Emerging Careers. New York: Teachers College, Columbia University, 1968.

Grosser, Chas. F. Office of Juv. Delinquency & Youth Development, Helping Youth: a study of six community programs, Washington, D.C. U.S. Gov't Printing Office, 1969.

Gurin, Gerald. Inner-City Negro Youth in a Job Training Project: A Study of Factors Related to Attrition & Job Success. Dec. 1968, U.S. Dept. of Health, Education, and Welfare, office of Ed. Project No. 2798, Contract No. OE5-10-243.

Gutsch, Kenneth U. and John D. Alcorn. Guidance in Action: Ideas and Innovations for School Counselors. West Nyack, N.Y.: Parker Publishing Co., Inc., 1970.

Haight, Tim. Careers After High School. ($1.25)

Herr, Edwin L. Decision-Making & Vocational Development, Houghton-Mifflin, 1970.

Holland, John. Psychology of Vocational Choice. Ginn College Press. ($1.95)

Hoppock, R. Occupational Information. McGraw-Hill, 1967. ($9.50)

Hoyt, Kenneth. Career Education What It Is & How to Do It, Olympus Publish[illegible] Co., 1972.

Hughes, R.G., Jr. "See for Yourself: A Doing Approach to Vocational Guidance." Vocational Guidance Quarterly, Vol. 13, 1965, pp. 283-286.

Hutchins, R. "Are We Educating Our Children for the Wrong Future?" Saturday Review, September 11, 1965, pp. 66-67 & 83.

Isaacson, L.E. Career Information in Counseling and Teaching. Boston: Allyn & Bacon, 1966.

Jorgensen, G.Q., Janzen, F.V., Samuelson, C.O., & McPhee, W.M. Interpersonal Relationships: Factors in Job Placement. Salt Lake City: University of Utah, 1968.

Joseph, James. Career Outdoors. Nelson, 1969. ($5.95)

Katz, M. "'Comments' on Roeber, E.C. Indirect Exposures and Career Guidance." In Ann M. Martin, ed., Occupational Information and Vocational Guidance for Noncollege Youth. Pittsburgh: University of Pittsburgh, 1966, pp. 91-103.

Kaufman, W.I. 1001 Top Jobs for High School Graduates. New York: Bantam Books, 1965.

Kimbrell, Grady and Ben S. Vineyard, Succeeding in the World of Work. Bloomington, Ill.: McKnight & McKnight, 1971. ($6.95)

Kirk and Michaels. Occupational Information in Counseling. Consulting Psychologist Press, Inc., 1964. ($2.00)

Klein, Wm, Wm. Denhan, Beryce MacLennan and Jacob R. Fishman. Training Nonprofessional Workers for Human Services: a manual of Organization and Process. Hwd. May 1966.

Kohler, Mary C., & Freedman, Marcia K. Youth in the World of Work: Some Demonstrations of Guidance, Training and Work Programs for Youth in the United States. New York: Taconic Foundation, 1962.

Kursh, H. Apprenticeships in America. New York: W.W. Norton, 1965.

Larimore, D. The Vocational Guidance Quarterly, Dec. 1968, pp. 87-89.

Law, Gordon F. Contemporary Concepts in Vocational Education. Washington, D.C.: American Vocational Association, 1971. ($8.50)

Lembeck, Ruth. Teenage Jobs, Dell Publishing Co., Inc., 1973, ($.95)

Liston, R.A. On the Job Training and Where to Get It. New York: Julian Messner, 1967.

Martin, Ann M. Theory & Practice of Community, Educational and Vocational info. Houghton Mifflin, 1971.

McDaniels, C., & Dickerson, V.M. Educational Requirements of Selected Occupations. Moravia, N.Y.: Chronicle Guidance Publications, 1967.

Morrison, P. Careers in the Modern Office. McGraw-Hill, 1969. (Manual--$3.50)

-------- What Job for Me. ($21.60)

New York Life Insurance Co. Career Info. Service. Career Opportunities: a series of articles designed to help guide young people to a better future. New York, 1969.

New York Life Insurance Company. Making the Most of Your Job Interview. New York (51 Madison Avenue): The Company, 1966.

New York State Employment Service. Why Young People Fail to Get and Hold Jobs. Albany: The Service, 1963.

Norris, Occupational Information--Elementary School. ($5.85)

Osipow, Samuel H. Theories of Career Development. New York: Appletone-Century-Craft, 1968.

Pearl, A., & Riessman, F., eds., New Careers for the Poor: The Nonprofessional in Human Services. New York: Free Press, 1965.

President's Council on Youth Opportunity. Manual For Youth Coordinators. Washington, D.C.: Government Printing Office, 1969. ($1.50)

Rhodes, Jas. A., Vo-ed & Guidance. Columbus, Ohio, Merrill, 1970.

Richter, David J. Occupational Essentials--Skills and Attitudes for Employment. Rockford, Ill.: Johnson Press, 1971.

Rood, A. Job Strategy. McGraw-Hill, 1961. ($6.95)

Rosenberg, Jerry M. New Conceptions of Vocational and Technical Education. New York: Teachers College Press, Columbia University.

Roth, Robert M. et. al. Psychology of Vocational Development. Allyn, 1970. ($9.95)

Sandman, Peter M. The Unabashed Career Guide, Collier Books, 1969.

Schill, W.J. and H. Nichols. Career Choice and Career Preparation. Interstate, 1970. ($4.95)

Schrader, Hugh E. The World of Work. Portland, Maine: J. Weston Walch Publishing Co., 1968.

Schwebel, M. "The Counselor as Enabler." Vocational Guidance Quarterly, Vol. 14, 1966, pp. 229-235.

Shartle, C.L. Occupational Information: Its Development and Application. (3rd ed.) Englewood Cliffs, N.J.: Prentice-Hall, 1959.

Sheppard, H.L., & Belitsky, A.H. Promoting Jobfinding Success for the Unemployed. Kalamazoo, Michigan (300 South Westnedge Avenue): W.E. Upjohn Institute for Employment Research, 1968.

Sinick, Daniel. Occupational Information, and Guidance, Houghton Mifflin, 1970 (Bibliography p. 73-80)

Sinick, D. Your Personality and Your Job. Chicago: Science Research Associates, 1960.

Sinick, D. "Training, Job Placement, and Follow-up." In D. Malikin & H. Rusalem eds., Vocational Rehabilitation of the Disabled: An Overview. New York: New York University Press, 1969, pp. 129-153. (b)

Snelling, Bob Opportunity Explosion. New American Library. ($.95)

Stevens, Nancy D., & Schneider, L.R. "The Dynamics of Job-Seeking Behavior." Journal of Employment Counseling, Vol. 4, 1967, pp. 56-62. (a)

Stevens, Nancy D., & Schneider, L.R. "The Dynamics of Job-Seeking Behavior: Moderate Placement Readiness." Journal of Employment Counseling, Vol. 4, 1967, pp. 79-85. (b)

Stone, Elra. How to Get a Job. New York: Bruce Publishing Co., 1969. ($2.00)

Super, Donald. Psychology of Careers. ($7.50)

Super, D.E., & Overstreet, Phoebe L. The Vocational Maturity of Ninth-Grade Boys. New York: Teachers College, Columbia University, 1960.

Tannenbaum, Abraham J. Dropout or Diploma. New York: Teachers College Press, Columbia University, 1966. (Includes bibliography.)

The Glidden Company. Getting the Right Job. Cleveland (900 Union Commerce Building): The Company, 1962.

Thoroman, E.C. The Vocational Counseling of Adults & Young Adults. Houghton Mifflin, 1968.

Wolfbien, Seymour L. Education and Training for Full Employment. Columbia University

U.S. Department of Labor, Manpower Adminstration. Do You Want A Job? Washington, D.C.: Government Printing Office, 1969. ($.10)

------------- Breakthrough for Disadvantaged Youth. Washington, D.C.: Government Printing Office, 1969. ($2.00)

U.S. Department of Labor. "Credentials and Common Sense: Jobs for People without Diplomas." Manpower Report, number 13, December, 1968. (d)

U.S. Government Printing Office. Education for the Professions (1.75)

U.S. Welfare Adminstration. Getting Hired, Getting Trained. Prepared by National Committee on Employment of Youth. Washington, D.C. U.S. Government Printing Office, 1965.

U.S. Department of Labor, Handbook for Young Workers: Labor Laws, Training Opportunities, Sources of Help. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 1965. (b)

U.S. Department of Health, Education and Welfare. Job Development and Training for Workers in Health Services. Washing, D.C.: The Department, 1966.

U.S. Department of Labor. How to Prepare Yourself for Job Interviews. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1965. (d)

U.S. Department of Labor. Job Development for the Hard-to-Employ. June, 1968. Contract No. 82-24-68.20.

U.S. Government Printing Office. Job Descriptions & Organizational Analysis for Hospitals & Related Health Services. Revised Ed. 1971, Washington, D.C. ($4.25)

U.S. Department of Labor, Merchandising Your Job Talents. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 1964.

-------------- The Neighborhood Youth Corps: A Review of Research, Manpower Research Monograph No. 13. Washington, D.C.: Government Printing Office, 1970. ($.60)

U.S. Department of Labor. New Careers for the Disadvantaged in Human Service. Institute for Youth Studies, Howard University, Washington, D.C. Contract #82-08-43.

U.S. Government Printing Office. Occupational Manpower & Training Needs. Bulletin 1701, Bureau of Labor Statistics. ($.75)

------------- Orientation, Counseling, and Assessment in Manpower Programs, MDTA Experimental and Demonstration Findings No. 5. Washington, D.C.: Government Printing Office, 1969.

U.S. Government Printing Office. Putting the Hard-Core Unemployed Into Jobs. A Report of the Business-Civic Leadership Conference on Employment Problems. June 5-7, Chicago, Ill. Part II Case Studies. Washington, D.C. ($.65)

Whitfield and Hoover. Guide to Career Through Vocational Training. Knapp, 1968. ($5.95)

Wolfbein, Seymour L. Occupational Information: A Career Guidance View. Random, 1968. ($2.25)

II. Directories & Bibliographies

American Trade Schools Directory. ($15)

American Vocational Journal. American Vocational Association, Inc., Washington, D.C. (Monthly magazine containing articles on vocational education, a bibliography of new books and studies in the field, and ads for related equipment.)

Associated Publishers Catalog. Associated Publishers, Los Altos, Calif. (Lists guidance materials from 1,000 different sources which they offer for sale.) (free)

Barron's Guide to the Two-Year Colleges. Barron's Educational Series, Inc., Woodbury, N.Y. ($2.80)

Buro's Mental Measurements Year Book (Sixth Edition). Oscar K. Buros (ed.). Highland Park, N.J.: Gryphon Press, 1965.

Career Employment Guide. National Employment Services Institute, Washington, D.C. ($2.00)

Charting Your Job Future. Science Research Associates, Chicago, Ill. ($2.10)

Chronical Job Briefs. ($65)

A Counselor's Guide to Federal Aid Programs. U.S. Department of Labor. Washington, D.C.: The Department, 1966. (a)

Counselor's Guide to Manpower Information 1968. U.S. Government Printing Office, Washington, D.C. (Annotated bibliography of Federal and State publications) ($1.00)

Counselor's Information Service. B'Nai B'Rith Vocational Service, Washington, D.C. (Quarterly annotated bibliography of current literature on educational and vocational guidance.) ($7.00)

Cowles Guide to Careers & Professions. Cowles. ($3.95)

Dictionary of Occupational Titles. Volume I: Definitions of Titles ($5.00); Volume II: Occupational Classifications ($4.25). U.S. Government Printing Office, Washington, D.C.

A Supplement to the Dictionary of Occupational Titles; Third Edition, Selected characteristics of occupations (Physical Demands, Working Conditions, Training Time), 1966, U.S. Government Printing Office, Washington, D.C. ($2.25)

Supplement 2 to the Dictionary of Occupational Titles; Selected characteristics of Occupations by Workers, Traits and Physical Strength, 1968. Third Ed. U.S. Government Printing Office, Washington, D.C. ($1.50)

Directory of National Trade & Professional Associations of the United States. Columbia Books, Washington, D.C. ($12.50)

Educators' Guide to Free Guidance Materials. Educators Progress Service, Randolph, Wisc. ($7.50)

Ehrle, R.A. "Vocational Planning Information Available to Employment Service Counselors." *Vocational Guidance Quarterly*, Vol. 13, 1964-65, pp. 91-94.

Encyclopedia of Careers and Vocational Guidance 1967. Volume I: Planning Your Career; Volume II: Careers and Occupations. J. G. Ferguson Publishing Company, Chicago, Ill. ($21.65)

Guide to Local Occupational Information. U.S. Department of Labor. Washington, D.C.: The Department, 1966. (c)

Guide to Local Occupational Information. U.S. Department of Labor, Bureau of Employment Security, Washington, D.C. (free)

Health Careers Guidebook. U.S. Government Printing Office, Washington, D.C. ($1.50)

Index to 35mm Educational Filmstrips. National Information Center for Educational Media, University of Southern California, Los Angeles. New York: R.R. Bowker, 1970. (Contains extensive information on vocational guidance films.)

Lovejoy's Career and Vocational School Guide. New York: Simon & Schuster, Inc. ($3.95)

Lovejoy's College Guide. New York: Simon & Schuster, Inc. ($3.95)

Manpower. U.S. Government Printing Office, Washington, D.C. (Monthly magazine of the Manpower Administration. Contains excellent feature stores on occupations, and news of recent publications and reports. ($7.50/year)

Motivational Pamphlets from the U.S. Department of Labor:

Biology and Your Career
English and Your Career
Foreign Languages and Your Career
Math and Your Career
Science and Your Career
Social Science and Your Career
Thinking of an Office Job?
Your Job as a Repairman or Mechanic

U.S. Government Printing Office, Washington, D.C. (free)

New Careers--Jobs with a Future and a Profession. U.S. Government Printing Office, Washington, D.C. ($.15)

NVGA Bibliography of Current Career Information. Publications Sales Office, American Personnel & Guidance Association, Washington, D.C. ($2.00)

Occupational Handbook of the U.S. Air Force. USAF Recruiting Office. (Similar manuals available for other Armed Services.) (free)

Occupational Outlook Handbook. U.S. Government Printing Office, Washington, D.C. ($6.25)

Occupational Outlook Quarterly. U.S. Government Printing Office, Washington, D.C. (A quarterly publication of the Bureau of Labor Statistics containing articles on manpower needs and also lists counseling aids and new publications on manpower.) ($1.50)

Recreation Employment Guide. National Employment Services Institute, Washington, D.C. (Directory of employers who offer summer jobs in resorts, motels, hotels, restaurants, etc.) ($2.00)

Series of Pamphlets from the U.S. Department of Labor:
  Jobs for which Junior College, Technical Institute or other Specialized Training is Usually Required
  Jobs for which a High School Education is Generally Required
  Jobs for which a College Education is Usually Required
  Jobs for which a High School Education is Preferred, but not Essential
  Jobs for which Apprenticeship Training is Available

U.S. Department of Labor, Bureau of Labor Statistics, Washington, D.C. (free)

The Specialty Oriented Student Research Program. Dr. Ken B. Hoyt, University of Iowa, Iowa City. (Description of private schools based on evaluations made by students enrolled in them. Includes these areas: kinds of students enrolled, housing available, costs, part-time jobs, students judge equipment, students judge their instructors, students give general rating to their schools, percentage of students to complete their education.) (15)

SRA Handbook of Job Facts. Science Research Associates, Chicago, Ill. ($5.00)

Vocational Education and Occupations 1969. U.S. Government Printing Office, Washington, D.C. (Describes the types of instructional programs which exist to prepare students for specific occupations which do not require a bachelor's degree. Does not include information on schools in which courses are offered.) ($2.25)

Vocational Instructional Materials for Distributive Education. Available from Federal Agencies. For sale by U.S. Government Printing Office ($1.25) #1780-0837

Vocational Instructional Materials for Technical Education. ($1.25) #1780-0841.

III. Films & Filmstrips

Indices

Horkheimer, Mary Foley and John C. Diffor (eds.). Educators Guide to Free Filmstrips (23rd Edition). Randolph, Wisc.: Educators Progress Service, Inc., 1971.

------------- Educators Guide to Free Films, 1969 (29th Edition). Randolph, Wisc.: Educators Progress Service, Inc. 1968.

National Information Center for Educational Media, University of Southern California. Index to 35mm Educational Filmstrips. New York: R.R. Bowker, 1970.

Aims
P.O. Box 1016
Hollywood, California

Films - 16mm - Color
- Is a Career in Soc. Service for You?
- Is a Career in Technical Service for You?

Bomar
622 Rodier Dr.
Glendale, California 92101

Film Strips - Cassette - Color
- Aircraft
- Construction
- Electronics
- Sales
- Summer Jobs
- Health Banking

Datafilms
2625 Temple Street
Los Angeles, California 90026

Bob & Carol & Ted & Janice

Doubleday Multimedia
Box 11607
1371 Reynolds Ave.
Santa Ana, California 92705

Films - 16mm - Color
- Careers, Opportunity for Training
- Making a Career Choice
- Women in Careers

Doubleday Multi Media
8348 Sheffield Rd.
San Gabriel, California

Films - 8mm Cartridge - Color
Secondary
Agri-Business
Clerical
Communications
Construction
Education
General Services
Making a Careers Choice
Sales
Health Services
Leisure Industries
Mechanics
Technicians

Educational Progress Service, Inc.
P.O. Box 497
Randolph, Wisconsin 53956

Aviation Mechanic (1964)
Auto Mechanic (1964)
Cameras and Careers
Career in Bacteriology
Clay and Craftsmanship
Coast Guard Officer (1955)
In a Medical Laboratory (1968)
No Limit to Learning (1964)
That People Shall Know
The Challenge of Dentistry (1962)
The Designer (1962)
The Road Ahead
You Call the Shot (1962)

Encyclopedia Britanica Occupational Films
425 North Michigan Ave.
Chicago, Illinois 60611

Applying for a Job
Choosing a Career
Job Interview

Eye Gate House
146-01 Archer Ave.
Jamaica, N.Y. 11435

Film Strips - Cassette - Color
The World of Work: Voc. Opportunities
The A.B.C.'s of Getting & Keeping a Job

Film Fair Communications
10900 Ventura Blvd.
Studio City, California 91604

Films - 16mm - Color
Making it in the World of Work

Great Plains Nat. Inst. T.V. Library
Box 80669
Lincoln, Nebraska 68501

Career Guidance. Great Plains National Instructional Television Library, Lincoln, Nebraska, 20 min. each. (Series of films on various occupations and job families.)

Guidance Associates of
Pleasantville
Pleasantville, New York 10570

Film Strips - Cassette - Color

Trouble at Work
Overview of Technical Education (2 parts)
High School Course Selection and Your Career (2 parts)
Job Interview
What You Should Know Before You Go to Work (2 parts)
Job Attitudes: Why Work at All
Job Hunting
A Job That Goes Someplace
People Who Make Things
If You're Not Going to College
On the Job: Four Trainees
People Who Create Art
Liking Your Job & Your Life
Why Work at All
Your Future in Education
People Who Work in Science
People Who Help Others
Careers in Engineering
Four Who Quit
Dropping Out: Road to Nowhere
Failure: A Step Towards Growth
Choosing Your Career
Job Hunting: Where to Begin
New Look at Home Economics Careers

Lockheed Management Association
Audio Visual Productions
Dept. 81-72 Bldg. 181 N
Sunnyvale, California 94086

Do Your Own Thing in the Mechanical Field
People in the Social Services
The Name of the Game Is Sales
What's Your Bag? (Use with SAAS)

Nat. Archives Service
Nat. Audio Visual Center
Dist. Branch
Washington, D.C. 20409

Films - 16mm - Color
Jobs for Health
Jobs in the Automotive Trade

Perennial Education Inc.
1825 Willow Rd.
North Field, Ill. 60093

Films - 16mm - Color
It's Up to You--Choosing a Career

Vocational Films, Inc.
111 Euclid Ave.
Parkridge, Illinois 60068

Opportunity Everywhere

IV. Vocational Guidance Kits

BUSINESS CAREERS KIT

CAREER GAMES

CAREER INFORMATION

COMPULEARN SYSTEM (K-12)

FINNEY GUIDANCE UNITS

HEALTH CAREERS KIT

INDUSTRIAL CAREERS KIT

JOB EXPERIENCE KIT

KRUMBOLTZ

LARGO CAREER KIT

SCIENCE CAREERS KIT

SCIENCE RESEARCH ASSOCIATES OCCUSCAN CASE AND CARDS

SCIENCE RESEARCH ASSOCIATES OCCUPATIONAL EXPLORATION KIT

U.S. DEPARTMENT OF LABOR, FINDING JOBS FOR NEGROES: A KIT OF IDEAS FOR MANAGEMENT

VARENHORST

WIDENING OCCUPATIONAL ROLES KIT (SRA)

V. Associations

The following associations are sources of information on specific occupations. In addition to these, the Department of Labor makes available information on various occupational categories.

Accountants	American Institute of Certified Public Accountants 666 Fifth Avenue New York 10019
Actuaries	Casualty Actuarial Society 200 East 42nd Street New York 10017
Administrators, Hospital	American College of Hospital Administrators 840 North Lake Shore Drive Chicago 60611

Advertising Workers	American Advertising Federation 655 Madison Avenue New York 10021
Aerospace Technician	American Society for Engineering Education Technical Institute Council DuPont Circle Building 1346 Connecticut Avenue N.W. Washington, D.C. 20036
Aerospace Engineers	American Institute of Aeronautics and Astronautics 1290 Avenue of the Americas New York 10019
Agricultural Engineers	American Society of Agricultural Engineers 420 Main Street St. Joseph, Mich. 49085
Air-Conditioning and Refrigeration Mechanics	Refrigeration Service Engineers Society 433 North Waller Avenue Chicago 60644
Air-Conditioning, Heating and Refrigeration Technicians	American Society for Engineering Education Technical Institute Council DuPont Circle Building 1346 Connecticut Avenue N.W. Washington, D.C. 20036
Airplane Pilots, Civil Aviation	International Air Line Pilots Association 55th Street and Cicero Avenue Chicago 60638
Arc Welders	The American Welding Society 345 East 47th Street New York 10017
Architects	The American Institute of Architects 1735 New York Avenue, N.W. Washington, D.C. 20036
Art Related Occupations Advertising Workers	American Advertising Federation 655 Madison Avenue New York 10021
Printing (Graphic Arts)	Lithographers and Photoengravers International Union 233 West 49th Street New York 10019
Atomic Energy Field	U.S. Atomic Energy Commission Washington, D.C.

Attendants--Gasoline Service Station	American Petroleum Institute Marketing Division 1271 Avenue of the Americas New York 10020
Attorneys	The American Bar Association 1155 East 60th Street Chicago 60637
Automobile Body Repairmen, Mechanics, Painters	Automotive Service Industry Association 230 North Michigan Avenue Chicago 60601
Automobile Salesmen	National Automobile Dealers Association 2000 K Street N.W. Washington, D.C. 20006
Bakers	American Bakers Association 1700 Pennsylvania Avenue N.W. Washington, D.C. 20006
Bank Clerks & Tellers	American Bankers Association Personnel Administration and Management Development Committee 90 Park Avenue New York 10016
Barbers	National Association of Barber Schools, Inc. 750 Third Avenue Huntington, W. Va. 25701
Bartender (restaurant)	Educational Director National Restaurant Association 1530 North Lake Shore Drive Chicago 60610
Beauticians	National Association of Cosmetology Schools Inc. 3839 White Plains Road Bronx, N.Y. 10467
Biological Oceanographers	American Society for Oceanography 906 C. and I. Building Houston, Tex. 77002
Biological Technicians	American Society for Engineering Education Technical Institute Council DuPont Circle Building 1346 Connecticut Avenue N.W. Washington, D.C. 20036

Biologists and Botanists	American Institute of Biological Sciences 3900 Wisconsin Avenue N.W. Washington, D.C. 20016
Bulldozer Operator	Associated General Contractors of America, Inc. 1957 E Street N.W. Washington, D.C. 20006
Cameramen (Printing)	
Lithographers	Lithographers and Photoengravers International Union 233 West 49th Street New York 10019
Photoengravers	American Photoengravers Association 166 West Van Buren Street Chicago 60604
Carpenters	Associated General Contractors of America Inc. 1957 E Street N.W. Washington, D.C. 20006
Chefs	Educational Director National Restaurant Association 153 North Lake Shore Drive Chicago 60610
Chemical Engineers	American Institute of Chemical Engineers 345 East 47th Street New York 10017
Chiropodists	American Podiatry Association 3301 16th Street N.W. Washington, D.C. 20010
Chiropractors	American Chiropractic Association American Building 220 Grand Avenue Des Moines, Iowa 50306
Choreographer	American Guild of Musical Artists 1841 Broadway New York 10023
Civil Engineers	American Society of Civil Engineers 345 East 47th Street New York 10017
Clinical Psychologists	American Psychological Association 1200 17th Street N.W. Washington, D.C. 20036

College & University Teachers	U.S. Department of Health, Education & Welfare Office of Education Washington, D.C. 20202
College Librarians	American Library Association 50 East Huron Street Chicago 60611
Commercial Photography	Professional Photographers of America 1090 Executive Way Oak Leaf Commons Des Plaines, Ill. 60018
Computer Operator	Data Processing Management Association 524 Busse Highway Park Ridge, Ill. 60068
Conservation Occupations	Forest Service U.S. Department of Agriculture Washington, D.C. 20250
Construction Trades and Contractors, Building Trades	American Federation of Labor and Congress of Industrial Organizations Building and Construction Trades Dept. 815 16th Street N.W. Washington, D.C. 20006
Copilots	International Air Line Pilots Assn. 55th Street and Cicero Avenue Chicago, Illinois 60638
Counseling Psychologists	American Psychological Association 1200 17th Street N.W. Washington, D.C. 20036
Counselors Rehabilitation School Vocational	American School Counselor Association 1605 New Hampshire Avenue N.W. Washington, D.C. 20009
Court Reporters	United Business Schools Association 1101 17th Street N.W. Washington, D.C. 20036
Cytologists	American Institute of Biological Sciences 3900 Wisconsin Avenue N.W. Washington, D.C. 20016
Dairy Farmers	U.S. Department of Agriculture Washington, D.C. 20250

Dancers	American Guild of Musical Artists 1841 Broadway New York 10023
Decorators, Interior	National Society of Interior Designers Suite 700 157 West 57th Street New York 10019
Dental Hygienists	American Dental Hygienists' Association 211 East Chicago Avenue Chicago 60611
Dental Laboratory Technicians	National Association of Certified Dental Laboratories, Inc. 1330 Massachusetts Avenue N.W. Washington, D.C. 20005
Dentists	American Dental Association Council on Dental Education 211 East Chicago Avenue Chicago 60611
Design Industrial	National Association of Schools of Art 50 Astor Place New York 10003
Detective, Police	International Association of Chief of Police 1319 18th Street N.W. Washington, D.C. 20036
Dietitians	The American Dietetic Association 620 North Michigan Avenue Chicago 60611
Doctors	Council on Medical Education American Medical Association 535 North Dearborn Street Chicago 60611
Draftsmen	American Institute for Design and Drafting South Adams Road Suite 110 Birmingham, Mich. 48011
Driving Occupations	American Trucking Association 1616 P Street N.W. Washington, D.C. 20036
Druggists	American Pharmaceutical Association 2215 Constitution Avenue N.W. Washington, D.C. 20037

Economists	American Economis Association Northwestern University 629 Noyes Street Evanston, Ill. 60201
Editors (Newspaper)	American Newspaper Publishers Assn. 750 Third Avenue New York 10017
Electric Power Industry & Electricians, Construction	International Brotherhood of Electrical Workers 1200 15th Street N.W. Washington, D.C. 20006
Electronics-Computer Programmers	Data Processing Management Association 524 Busse Highway Park Ridge, Ill. 60068
Electronics Technicians	American Society for Engineering Education Technical Institute Council DuPont Circle Building 1346 Connecticut Avenue N.W. Washington, D.C. 20036
Elementary & Secondary School Teachers	U.S. Department of Health, Education, and Welfare Office of Education Washington, D.C. 20202
Engineering Aids	American Society for Engineering Education Technical Institute Council DuPont Circle Building 1346 Connecticut Avenue N.W. Washington, D.C. 20036
Engineers, Aerospace	American Institute of Aeronautics and Astronautics, Inc. 1290 Avenue of the Americas New York 10019
Engineers, Ceramic	National Institute of Ceramic Engineers 4055 North High Street Columbus, Ohio 43214
Engineers, Chemical	American Institute of Chemical Engineers 345 East 47th Street New York 10017
Engineers, Mechanical	American Institute of Mechanical Engineers 345 East 47th Street New York 10017

Engineers, Mining	American Institute of Mining, Metallurgical and Petroleum Engineers 345 East 47th Street New York 10017
Engineers, Oceanographic	American Society for Oceanography 906 C. & I. Building Houston, Texas 77002
F.B.I. Special Agents	The Federal Bureau of Investigation U.S. Department of Justice Washington, D.C. 20535
Finishers, Printing (Graphic Arts)	American Photoengravers Association 166 West Van Buren Street Chicago 60604
Firemen	International Association of Fire Fighters 905 Sixteenth Street N.W. Washington, D.C. 20006
Foresters, Forestry Aids	Society of American Foresters 1010 Sixteenth Street N.W. Washington, D.C. 20036
Gasoline Service Station Managers	American Petroleum Institute Marketing Division 1271 Avenue of the Americas New York 10020
Geologists	American Geological Institute 1444 N Street N.W. Washington, D.C. 20005
Highway Patrolmen	International Association of Chiefs of Police 1319 Eighteenth Street N.W. Washington, D.C. 20036
Home Economists	Future Homemakers of America U.S. Office of Education Washington, D.C. 20202
Horticulturists	American Institute of Biological Sciences 3900 Wisconsin Avenue N.W. Washington, D.C. 20415
Hotel/Motel Administration	American Hotel & Motel Association 221 W. 57th Street New York 10019

Insurance	Insurance Information Institute 110 William Street New York 10038
Jewelers and Jewelry Repairmen	Retail Jewelers of America, Inc. 1025 Vermont Avenue N.W. Washington, D.C. 20005
Laboratory Technicians, Dental	National Association of Certified Dental Laboratories, Inc. 1330 Massachusetts Avenue N.W. Washington, D.C. 20005
Laboratory Technicians, Optical	American Optical Company Box 1 Southbridge, Mass. 01551
Landscape Architects	American Society of Landscape Architects 2000 K Street N.W. Washington, D.C. 20006
Layout Men, Advertising	American Advertising Federation 655 Madison Avenue New York 10021
Legal Secretaries	United Business Schools Association 1101 Seventeenth Street N.W. Washington, D.C. 20036
Librarians	American Library Association 50 East Huron Street Chicago 60611
Librarians, Medical Records	The American Association of Medical Record Librarians 211 East Chicago Avenue Chicago 60611
Livestock Farmers	U.S. Department of Agriculture Washington, D.C. 20250
Long-haul Truckdrivers	American Trucking Association 1616 P Street N.W. Washington, D.C. 20036
Maids, Hotel	American Hotel & Motel Association 221 West 57th Street New York 10019

Managers, Restaurant	Educational Director National Restaurant Association 1530 North Lake Shore Drive Chicago 60610
Marketing	American Marketing Association 27 E. Monroe Street Chicago 60603
Marine Biologist	American Society for Oceanography 906 C. & I. Building Houston, Texas 77002
Masons, Stone	Bricklayers, Masons, and Plasters' International Union of America 815 15th Street N.W. Washington, D.C. 20005
Mathematical Statisticians	American Statistical Association 810 18th Street N.W. Washington, D.C. 20006
Mechanics, Truck	American Trucking Association, Inc. 1616 P Street N.W. Washington, D.C. 20036
Mechanics, Vending Machines	National Automatic Merchandising Assn. 7 South Dearborn Street Chicago 60603
Medical Secretaries	United Business Schools Association 1101 17th Street N.W. Washington, D.C. 20036
Medical Technologists	American Society of Medical Technologists Suite 1600 Hermann Professional Bldg. Houston, Texas 77025
Mental Health Occupations--Psychologists	American Psychological Association 1200 17th Street N.W. Washington, D.C. 20036
Microbiologists	American Institute of Biological Science 3900 Wisconsin Avenue N.W. Washington, D.C. 20016
Newspaper Reporter	American Newspaper Publishers Assn. 750 Third Avenue New York 10017

Nuclear Physicists	American Institute of Physics 335 East 45th Street New York
Nurses	ANA-NLN Nursing Careers Program American Nurses' Association 10 Columbus Circle New York 10019
Occupational Therapists	American Occupational Therapy Assn. 251 Park Avenue South New York 10010
Optometrists	American Optometric Association 7000 Chippewa Street St. Louis, Mo. 63119
Pathologists	American Institute of Biological Sciences 3900 Wisconsin Avenue N.W. Washington, D.C. 20016
Pathologists, Speech	American Speech and Hearing Association 9030 Old Georgetown Road Washington, D.C. 20014
Pharmacologists	American Institute of Biological Science 3900 Wisconsin Avenue N.W. Washington, D.C. 20016
Photographers	Professional Photographers of America 1090 Executive Way Oak Leaf Commons Des Plaines, Ill. 60018
Policemen & Policewomen	International Association of Chiefs of Police 1319 18th Street N.W. Washington, D.C. 20036
Probation & Parole Officers	National Commission for Social Work Careers 2 Park Avenue New York 10016
Public Relations Workers	The Information Center Public Relations Society of America, Inc. 845 Third Avenue New York 10022

Public Stenographers	United Business Schools Association 1101 17th Street N.W. Washington, D.C. 20036
Radiologic Technologists	The American Society of Radiologic Technologists 2600 Wayzata Blvd. Minneapolis, Minn. 55405
Real Estate Brokers	National Association of Real Estate Boards 36 S. Wabash Ave. Chicago 60603
Recreation Workers	National Recreation and Park Association 1700 Pennsylvania Avenue N.W. Washington, D.C. 20006
Shoe Repairmen	Shoe Institute of America 222 West Adams Street Chicago 60606
Soil Conservationists & Soil Scientists	U.S. Civil Service Commission Washington, D.C. 20415
Surveyors	American Congress on Surveying and Mapping Woodward Building Washington, D.C. 20005
Systems Analysts	American Federation of Information Processing Societies 211 East 43rd Street New York 10017
Telephone Industry Occupations	Alliance of Independent Telephone Unions Room 302 1422 Chestnut Street Philadelphia, Pa. 19102
Therapists, Physical	American Physical Therapy Association 1740 Broadway New York 10019
Underwriters, Insurance	Institute of Life Insurance 277 Park Avenue New York 10017
Veterinarians	American Veterinary Medical Association 600 South Michigan Avenue Chicago 60605

Welders

The American Welding Society
345 East 47th Street
New York 10017

Zoologists

American Institute of Biological Sciences
3900 Wisconsin Avenue, N.W.
Washington, D.C. 20016

VI. Tests

Aptitude Tests for Occupations: Measures six aptitudes: personal-social, mechanical, general sales, clerical routine, computational, scientific, California Test Bureau.

Brainard Occupational Preference Inventory: Gives six scores: commercial, mechanical, professional, esthetic, scientific, personal service (girls), agriculture (boys). Psychological Corporation, 304 East 45th Street, New York, N.Y. 10017

Career Maturity Inventory: Attitudes and Competencies: California Test Bureau Del Monte Research Park, Monterey, California.

Cottle, Wm. C.: Interest and Personaltiy inventories: Houghton Mifflin, 1968.

Crites, John O., "Measurements of Vocational Maturity in Adolscence, I: Attitude Test of the Vocational Development Inventory," Psychol. Mogr. 1965, No. 595.

Differential Aptitude Tests: Measures seven aptitudes: verbal reasoning, numerical aptitude, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, language usage. Time: 181 minute test; 235-245 minute test and administration. Psychological Corporation.

Flanagan Aptitude Classification Tests: Measures nineteen aptitudes felt to relate directly to vocations: inspection, coding, memory, precision, assembly, scales, coordination, judgement and comprehension, arithmetic, patterns, components, tables, mechanics, expression, reasoning, ingenuity, vocabulary, planning and alertness. These aptitudes are then keyed to occupations. Time: 258 minute test; 388 minute test and adminstration. Science Research Associates, Inc., 259 East Erie Street, Chicago, Ill.

Geist Picture Interest Inventory: Measures the following interests: persuasive, clerical, mechanical, musical, scientific, outdoor, literary, computational, artistic, social service, dramatic, personal service and motivation. Time: 40-65 minutes. Western Psychological Services.

General Aptitude Test Batter: Measures: dimensional space, speed, three-dimensional space, arithmetic reasoning, vocabulary, mark making, form matching, pegborad, and finger dexterity. These aptitudes are then keyed to occupations. Time: 51 minute test: 135 minute test and adminstration. United States Government Printing Office, Washington, D.C. 20210

Gordon Occupational Check: An interest check list for high school students not planning to enter college. Covers five areas: business, outdoors, arts, technology and services. Time: 20-25 minutes test and administration. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, N.Y. 10017

Interest Check List: A United States Employment Services Check List related to the D.A.T. Keyed to eight work areas: artistic, musical, literary, entertainment, clerical and sales, service, agriculture-marine-forestry and mechanical. Time: 20 minute test and administration. United States Government Printing Office.

JOB-O (Interest Inventory) Motivational: JOB-O Career Materials, P. O. Box 4, Belmont, CA 94010.

Katz: You: Today & Tomorrow, Princeton: Cooperative Test Division ETS, 1957.

Kuder General Interest Survey--Form E: A revised form of the Kuder C, language up-dated and reading level dropped to 6th grade. A forced choice test providing scores in 10 areas: outdoor, mechanical, computational, scientific, persuasive, artistic, literary, musical, social, service and clerical. Time: 45-60 minute test and administration. Science Research Associates, Inc.

Kuder General Interest Survey--Occupational--Form DD: A forced choice test with items similar to the other forms of Kuder. This test, however, provides 51 scores for specific occupations: farmer, forester, newspaper editor, etc. Time: 25-35 minute test and administration. Science Research Associates, Inc.

Multiple Aptitude Tests: Consists of four separate tests which measure: scholastic potential and verbal comprehension (word meaning, paragraph meaning, total), perceptive speed (language usage, routine clerical facility, total), numerical reasoning (arithmetic reasoning, arithmetic computation, total), spatial visualization (applied science and mechanics, 2-dimensional spatial relations, 3-dimensional spatial relations, total). Time (in the same order as listed above): 42-52 minutes; 33-43 minutes; 52-62 minutes, 50-65 minutes. California Test Bureau.

Minnesota Vocational Interest Inventory: A forced choice test with items similar to Kuder. It is specifically for those not going on to college. Provides 21 scores for specific occupations: baker, food service manager, plasterer, etc., and 9 job family scores: mechanical, health services, offic work, electronics, food services, carpentry, sales-office, "clean hand" and outdoors. Time: 30-45 minute test and administration. Psychological Corporation.

Occupational Interest Inventory: Measures 10 scores grouped in three categories: fields of interest (personal-social, natural, mechanical, business, the arts, the sciences); types of interests (verbal, manipulative, computational); level of interests. Time: 30-40 minutes. California Test Bureau.

OVIS Exploration Guide: Harcourt, Brace & World, 1855 Rollins Road, Berlingame, California 94010.

Picture Interest Inventory: Measures nine areas: interpersonal service, natural, mechanical, business, esthetic, scientific, verbal, computational, time perspective. Time: 30-40 minutes. California Test Bureau.

SAAS (San Jose, Calif. 95110) Interests & Aptitudes: Dr. Stanley Ostrom, Assistant Director of Guidance, Santa Clara County, California.

Strong Vocational Interest Blank: A series of 300 items used to relate the interest of the testee to those of men in 54 occupations. The test is scored for each occupation: dentist, osteopath, chemist, etc. A similar form is available for women, though the men's form is usable with college directed women. The women's form is scored for 30 occupations: librarian, social worker, secretary, etc. Time: 30-60 minute test and administration. Psychological Corporation.

VII. Audio-Visual

DuKane Reader--$250 (does not print)
DuKane A-V Matic--$225 (runs film strips)
DuKane Micromatic for cassettes (Automatic sound film strip projector.)

For more information on these and other DuKane audio-visual systems:

DuKane Corp.
Audio-Visual Division
2900 DuKane Dr.
St. Charles, Ill. 60174

3M Executive Reader Printer--$365
3M 400-C Reader Printer--$1,580
3M 400-B Reader Printer--$1,265
3M Copy Mite--$200
3M Executive Reader Printer III--$600
3M Overhead Projector--$175
3M Tape Recorder--$50
3M Sound & Slide Projector--$690
Fairchild (71) Super 8 Proj.--395

For more information on this and other 3M audio-visual systems:

3M Corp.
Audio-Visual Sales Division
St. Paul, Minn.

Both the DuKane Reader and the 3M Executive Reader Printer can be used with the Vital Information for Educational Work (VIEW) program cards. For information on the availability of VIEW in your area contact:

Walter H. Cox
Director
Indiana Career Guidance Center
715 East Seventh Street
Bloomington, Ind. 74401

Bell & Howell 16mm Autoload 1552 motion picture projector
Bell & Howell 35mm Autoload Filmstrip Projector
Bell & Howell Overhead Projector

For more information on these and other Bell & Howell audio-visual systems:

Bell & Howell
Audio-Visual Products Division
7100 McCormick Rd.
Chicago, Ill. 60645

Dietzgen Reader (VIEW)--$90

For more information on this and other Dietzgen audio-visual systems:

Applied Microfilm System
15155 Stagg #5
Van Nuys, California 91405

Singer Graflex Auto Vance II--$129

For more information this and other Singer Graflex audio-visual systems:

Singer/SUE
Educ. & Training Prod.
1345 Diversey Parkway
Chicago, Ill. 60614